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ABSTRACT

Intended to assist vocational teachers in developing and implementing a cluster program in food service occupations, this guide contains sections on cluster organization and implementation and instructional emphasis areas. The cluster organization and implementation section covers goal-based planning and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about individualized instruction, and current Oregon manpower data. Suggested course goals, learning activities, and cross-referenced resources in the areas of human relations and communications, sanitation, safety and equipment, food preparation, serving foods, and management are provided. A section discussing assessment in goal-based planning follows. Appendixes contain job descriptions from the Dictionary of Occupational Titles; instructional analysis of the skills and knowledge common to the key occupations; resources; and food service terms. (HN)

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FOODSERVICE OCCUPATIONS

CLUSTER GUIDE

Fall 1979

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State Superintendent of
Public Instruction

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FOREWORD

Leaders in business and industry expect high school graduates to be productive workers contributing to the economy and their chosen occupational fields. If high schools are going to meet the needs of students, education—especially for eleventh and twelfth grade students—needs to offer opportunities to develop skills for a broad range of occupations.

As taught in Oregon's high schools, occupational clusters are designed to prepare students for job entry. The Oregon Department of Education analyzed the basic elements of hundreds of jobs with similar characteristics, grouping these into occupational clusters according to entry-level requirements. From the resulting list, Department staff, in cooperation with the Department of Labor, Division of Employment and Statistics, selected clusters geared toward current job opportunities around the state.

To develop this cluster guide, key occupations were identified, activities and resources were selected. The guide suggests teaching ideas, and is aimed at high school students, as well as those wishing to enter community college, university, or apprenticeship programs. For further information, please contact Pauline Goodwin, Home Economics Specialist at the Department, 378-2128.

ACKNOWLEDGMENTS

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PROCEDURES FOR USING THE GUIDE

This guide is intended to assist the vocational teacher in designing and implementing a cluster program in foodservice occupations. It is divided into four sections: cluster organization and implementation, instructional emphasis areas, assessment, and appendix.

The Cluster Organization and Implementation section talks about goal-based planning, and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about individualized instruction, and current Oregon Manpower Data.

The Instructional Emphasis Areas section contains suggested course goals, learning activities, and resources (keyed by number to Appendix C), in: human relations and communications; sanitation, safety and equipment; food preparation; serving foods; and management.

Section three, Assessment, is followed by the appendix: (a) job descriptions from the *Dictionary of Occupational Titles,* (b) instructional analysis of the skills and knowledge common to the key occupations, (c) resources, (d) foodservice terms.

CLUSTER ORGANIZATION AND IMPLEMENTATION

GOAL-BASED PLANNING FOR FOODSERVICE PROGRAMS

Goals are guideposts--they give purpose and direction to planning activities. Goals provide a common language for discussing the merits of various activities as such activities are carried out.

In foodservice occupations, just as in any other program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the foodservice teacher be concerned? These are questions to be answered before effective planning of a foodservice curriculum can proceed.

Each teacher must realize that planning a foodservice curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts in the state.

Goal-setting provides districts a common reference for planning. In goal-based planning, teachers would consider four levels of goals: state goals, district goals, program goals and course goals.

State Goals answer the question: What does the Oregon Department of Education think a student should get out of public schooling in Oregon?

District Goals answer the question: What do the local community and its schools think a student ought to get out of local schooling, and how is that to relate to state goals?

Program Goals answer the question: What do local curriculum planners and foodservice teachers think a student ought to get out of foodservice occupations and how is that to relate to district goals?

Course Goals answer the question: What do foodservice teachers think a student ought to get out of "Menu Planning and Cost Control" and how is that to relate to program goals?

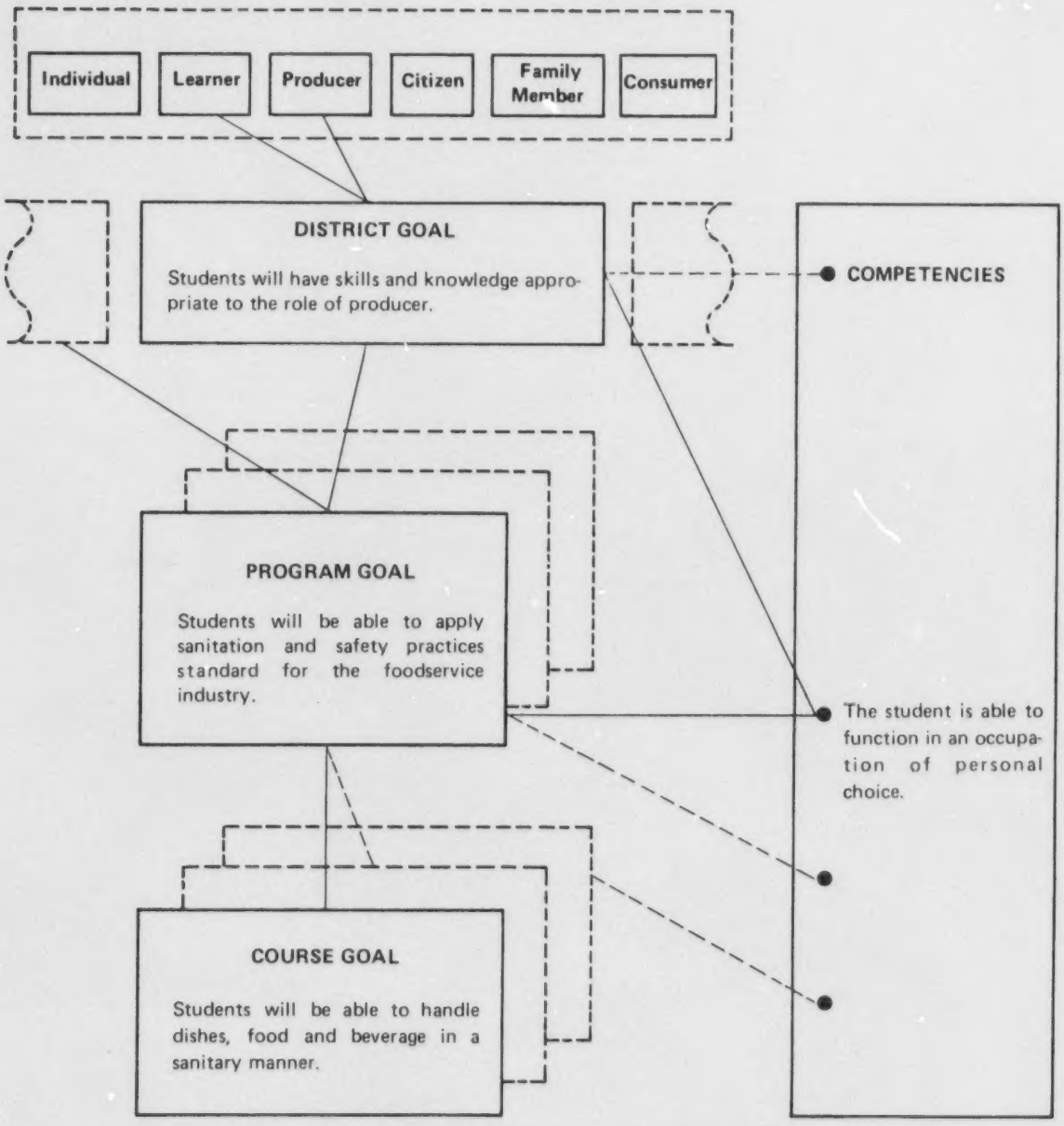
Where, then, does competency fit?

Competency is one of three graduation requirements. Districts plan and evaluate instruction by means of goals, goals local districts write. Districts determine whether students get diplomas by means of competency, credit and attendance--requirements local districts set.

Competency means being capable, fit. For students in Oregon, it means having demonstrated that they have knowledge and skills which the community considers necessary for life roles. The knowledge and skills may be acquired from several courses.

A competency is a local statement describing what ALL students must demonstrate. It is not a competency in Oregon if only some students must demonstrate it--say, only those who study "Menu Planning and Cost Control." In this case, it would be a course goal.

For example, in Foodservice:


Individual
Learner
Producer
Citizen
Family Member
Consumer
DISTRICT GOAL
Students will have skills and knowledge appropriate to the role of producer.
COMPETENCIES
PROGRAM GOAL
Students will be able to apply sanitation and safety practices standard for the foodservice industry.
The student is able to function in an occupation of personal choice.
COURSE GOAL
Students will be able to handle dishes, food and beverage in a sanitary manner.

Goals are intended to help teachers, program specialists and administrators plan programs. Goals promote a framework for planning that can be shared by all those doing similar planning. Goals help in planning for individual student goals and interests, to be done within the limits of available resources. It is important that foodservice teachers be directly involved in developing district, program and course goals so that the foodservice cluster is coordinated with other program areas. Goals for foodservice should not be used to limit what is planned; rather, they should be a starting point.

WHAT IS THE FOODSERVICE CLUSTER?

An occupational cluster is a group of occupations having similar tasks. The foodservice cluster groups occupations by tasks having to do with preparing and serving food for the public. Prominent occupations in the foodservice cluster include:

short order cook
restaurant cook
kitchen helper
waiter/waitress
host/hostess

A sampling of tasks from the occupations within the cluster shows a requirement for the ability to apply sanitation and safety practices. For example:

store foods at proper temperatures (short order cook)
use fire extinguishers (restaurant cook)
prepare dishes for machine or hand washing (kitchen helper)
handle dishes, food and beverage (waiter/waitress)
aid victims of choking (host/hostess)

After completing an occupational cluster, students should have developed knowledge and skills common to any occupation within the cluster and should be prepared to seek work or further training in the occupations of their choice.

FOODSERVICE OCCUPATIONS CLUSTER CURRICULUM

This guide is designed to show teachers what specific knowledge and skills qualify students for entry-level employment in foodservice occupations (see page 17). The teacher, with the help of an advisory committee, can organize a curriculum to instruct students according to individual needs.

A foodservice program should include:

Occupational exploratory experiences in grades seven through ten This is the time for students to develop career goals and plans. Courses in industrial arts, general business, business English, mathematics and science provide a foundation for the foodservice cluster in grades 11 and 12.

Occupational guidance Guidance helps students learn more about themselves, and helps them choose occupational fields which are challenging and fulfilling.

Occupational specialty course in grades 11 and 12 Courses should be offered two periods per day or ten hours per week. This is a minimal amount of time in which to study and acquire that experience called for by the course goals.

Allied support course in grades 10, 11, 12 Students should be offered supplemental courses to sharpen particular interests and talents, and to help them attain occupational goals. (See page 9 for a list of recommended allied support courses.)

Cooperative work experience programs These programs provide on-the-job training and can help improve career decision-making skills. Work experience should be a part of the required time blocks as electives.

A suggested Foodservice Cluster Curriculum schedule is presented on the following page.

SUGGESTED CURRICULUM SCHEDULE

Period	Grades 7 and 8	Grade 9	Grade 10	Grade 11	Grade 12
I	Social Studies	Communication Skills	Communication Skills	Communication Skills	Communication Skills
II	Language Arts	Mathematics	Personal Finance	U. S. History	Accounting
III	Mathematics	Health/ Physical Education	Health/ Physical Education	Foodservice I	Foodservice III
IV	Health/ Physical Education	Science	Science	Foodservice II	Foodservice IV
V	Science	Homemaking or Elective	Homemaking or Elective	Bookkeeping	Work
VI	Arts, Homemaking Industrial Arts	Introduction to Work	Introduction to Work	Elective	Experience

The Oregon Department of Education recognizes that each local school district will encounter unique scheduling problems when implementing an occupational cluster program at the secondary level. The *State Plan for Vocational Education* sets guidelines for time blocks; local districts exercise flexibility within these limitations to adapt to specific needs.

SUGGESTED ALLIED SUPPORT COURSES

The following list of allied support courses is recommended for students enrolling in a foodservice cluster curriculum.

FOODSERVICE I — 11th grade, 1 semester

Employment in the Foodservice Industry (20-30 hours)

Students study training needed for various jobs in the foodservice cluster, as well as opportunities available for placement and advancement.

Sanitation and Safety in the Foodservice Industry (20-30 hours)

Sanitation and safety practices for the foodservice industry are explored: causes and prevention of food spoilage, food-borne illness and food poisoning, accidents, and safe and sanitary work habits.

Fundamentals of Preparing Food for the Public (120-140 hours)

This four semester sequence provides basic food preparation techniques. Cooking techniques and procedures, selection and use of utensils and equipment, safe and sanitary work habits are emphasized. Items prepared include: beverages, fruits, vegetables, salads, soups, sandwiches, basic desserts; terminology is stressed.

FOODSERVICE II — 11th grade, 1 semester

Cleaning: Use and Care of Equipment (20-30 hours)

The use and cleaning of all major kitchen equipment, including long-term kitchen maintenance.

Employment in the Foodservice Industry (15-30 hours)

Training for entry-level employment, emphasizing personal habits, attitudes toward work, and human relations.

Fundamentals of Preparing Food for the Public (120-140 hours)

A continuation of Fundamentals of Preparing Food for the Public (FOODSERVICE I); students learn to prepare quick breads, yeast breads, cheese dishes, egg dishes, soups and sauces according to methods and quantities used in commercial foodservice establishments.

FOODSERVICE III — 12th grade, 1 semester

Serving Food to the Public (40 hours)

A unit on serving the public: hosting, serving and bussing.

Fundamentals of Preparing Food for the Public (90 hours)

Review of all previous preparation skills; practice preparing and serving meals. Meat, fish and poultry included; quality control, work efficiency and time management are stressed.

Menu Planning and Cost Control (25 hours)

Topics include basic principles of menu planning, production scheduling and cost control in preparation of food for the public.

Food Purchasing and Storage (25 hours)

This course emphasizes food purchasing policies and procedures, storage facilities, procedures and controls.

FOODSERVICE IV 12th grade, 1 semester

This course emphasizes on-the-job experience—community/classroom assignments, school foodservice duties, work experience, etc. One hour a week should be devoted to discussing work concerns, job application techniques, interviews, resumes, rights and responsibilities of employes.

Due to the large employment demand for serving personnel, schools might develop training programs solely for "front of the house" personnel. It is recommended that students enroll in one or more of the following courses: bookkeeping and accounting, oral communications, drama, data processing, mathematics.

INDIVIDUALIZED INSTRUCTION

By its very nature, the cluster concept requires the use of some method of individualized instruction. No matter what approach is used, it should be based on student performance that is measurable.

Individualization requires a reorientation of the instructor's role. The instructor becomes a counselor and a director to help guide the student through the structure established by the instructor. The instructor answers questions on an individual basis, occasionally lectures to the whole class, or holds small-group seminars and discussions. Maintaining a record of the student's progress is also important.

An inservice program will be needed to orient instructors to their new roles and to the proper ways of establishing and directing individualized instruction.

Any structure established for individualized instruction should:

Give credit for previously learned and demonstrated skills.

Allow students to pause for remedial assistance, and then resume their studies.

Inform each student of the specific behavioral outcomes for which that student will be responsible.

Allow students to progress individually.

Monitor each student's progress.

OREGON MANPOWER DATA

The following figures represent an analysis of Oregon manpower data for foodservice occupations around which curriculum was designed.

Key Occupations	Base Year 1976	Current Employment 1980	Future Need 1982
Short Order Cook	4,100	5,990	3,420
Restaurant Cook	5,010	7,240	4,086
Kitchen Helper	9,590	12,790	6,882
Waiter/Waitress	19,450	27,890	17,394
Host/Hostess	840	1,200	702

INSTRUCTIONAL EMPHASIS AREAS

INSTRUCTIONAL EMPHASIS AREAS

Listed below are the program goals around which chapters are organized:

Students will be able to apply human relations and communications skills when working with employers, other employes and the public.

Students will be able to apply sanitation and safety practices standard for the foodservice industry.

Students will be able to apply food preparation and serving techniques.

Students will be able to apply foodservice management skills.

Students will know what is required for entry-level employment in the foodservice industry or further training.

These goals paralle! or go beyond the suggested goals for foodservice occupations found in *Elementary-Secondary Guide, Part II,** and are designed to provide the student with learning opportunities to develop skills and knowledge in the key areas of foodservice occupations.

Foodservice occupations are not synonymous with courses titled commercial foods, career foods or waiter/waitress training. Such programs are specialized and limited in scope. Foodservice offers the student a broad range of knowledge and skills development opportunities in the five occupations which make up the cluster.

In each of the emphasis areas which follow, suggested course goals and learning activities are designed to assist instructors in developing foodservice programs.

**Elementary Secondary Guide for Oregon Schools, Part II: Suggestions* (Salem: Oregon Department of Education, 1977), p. 89

HUMAN RELATIONS AND COMMUNICATIONS

COURSE GOALS

Students will:

know what the foodservice industry has to offer, as well as current employment opportunities.

know employment regulations, permits and benefits related to the foodservice industry.

know job application procedures needed to obtain employment in foodservice industries.

be able to apply acceptable work habits.

be able to communicate with employers, other employes, and the public.

be able to define, spell and use standard foodservice terms.

be able to explain to another person the steps involved in performing a given foodservice task.

COURSE GOAL

Students will know what the foodservice industry has to offer, as well as current employment opportunities.

ACTIVITIES

Ask all guest speakers to talk about the foodservice industry as a whole; their particular positions, the benefits and drawbacks; how their topics relate to the industry generally.

Invite a panel of industry personnel to class to discuss the various types of foodservice establishments.

Discuss foodservice establishments generally, as customers or staff.

Have students study the want ads to determine which jobs are most commonly advertised and the requirements for each.

Ask a hotel or restaurant personnel manager to discuss wages and hours in the industry.

Review different types of union contracts to determine wage rates; discuss minimum wages, as well as tips.

Tour a number of foodservice facilities during the school year.

Allow students every opportunity to "meet" the industry: fieldtrips, conventions, guest speakers, newspaper articles, magazines.

COURSE GOAL

The student will know employment regulations, permits and benefits related to the foodservice industry.

ACTIVITIES

Have students practice filling out W-2 and W-4 forms.

Ask a foodservice payroll clerk to class to demonstrate preparing payroll checks. Meal credits should be thoroughly explained.

Invite a labor commissioner to class to explain services available to employes, as well as typical concerns brought before the commission.

Ask a culinary union official or representative of management to class to discuss foodservice employment concerns.

Invite an Oregon Liquor Control Commission (OLCC) official to class to discuss liquor laws, particularly concerning the employment of minors by the industry.

Ask a health insurance representative to explain health benefits one should look for when applying for a job.

Have students practice filling out paychecks given the base pay rate, meals and tips, credit and tax information.

Review a union contract book to familiarize students with various sections and terminology.

As a class, evaluate a number of benefit packages and list the pros and cons of each.

Discuss meal credits and how they are figured.

Have students obtain work permits.

Given the gross income of several businesses, determine which are governed by the Oregon Labor Code and/or the Fair Labor Standards Act.

COURSE GOAL

Students will know job application procedures needed to obtain employment in foodservice industries.

ACTIVITIES

Ask a personnel director, foodservice manager or a career counselor to class to discuss: "What I look for in a job application."

Demonstrate and have students practice telephone techniques useful when applying for a job or making interview arrangements.

Ask a business English instructor to explain how to write letters of application. Practice writing application letters in response to newspaper advertisements.

Have students prepare bulletin boards which highlight points to remember when filling out application forms. List documents which may be needed when applying for a job (e.g., birth certificate, Social Security card, etc.)

Simulate requesting application forms and interviewing for jobs.

View videotape of other students in mock interview situations; as a class, discuss strengths as well as areas needing improvement.

Compile a list of questions usually found on job application forms.

Make a job card including all dates, salaries, addresses of schools, names, addresses, phone numbers of references and other facts needed when applying for a job. Suggest that students carry the card with them to job interviews.

Ask employers to discuss effective job interviewing and application procedures.

Survey ten individuals regarding where they found out about the job they currently hold.

Apply for a job utilizing application procedures learned in class.

Have students participate in mock interviews with advisory committee members and read committee members' critiques in class.

Review organization charts for various establishments.

Discuss additional training options in the foodservice industry.

Explore foodservice apprenticeship opportunities in the immediate area, as well as in other states.

View one or more of the following films and filmstrips:

"You and Your Job Interview" (105)
"Your Personality: The You Others Know" (106)
"Career Decisions: Finding, Getting and Keeping a Job" (111)
"Career Development: Education for Living" (112)
"The Job Interview" (128)
"Preparing for an Interview" (131)

COURSE GOAL

Students will be able to apply acceptable work habits.

ACTIVITIES

Discuss with a manager reasons for discharging employes and share suggestions as to how those involved might have saved their jobs.

Ask students to set dress standards and enforce these standards in the classroom and training facility.

Ask students to keep logs of work accomplished each day, to be turned in at the end of the week for the instructor's review.

Have students evaluate each other's work on the job or in class, and share evaluations as a class.

Make a chart of daily tasks and rotate students in supervisory roles.

Ask students to keep daily time sheets.

COURSE GOAL

Students will be able to communicate with employers, other employes, and the public.

ACTIVITIES

Invite a panel of employers to class to discuss expectations for employes.

Discuss "line of authority" in a foodservice operation.

As a class, develop a list of job expectations for the classroom or training facility.

Hold a weekly conference with students/supervisors concerning job performance.

Discuss public relations approaches with a restaurant owner or manager.

Conduct a survey of students and faculty to determine what qualities constitute a good restaurant image.

Invite a panel of foodservice employes to class to discuss difficult situations with customers.

Simulate resolving concerns between customers and employes, employers and employes, and employes and employes.

View one or more of the following films:

"Courtesy: The Inside Story" (76)
"Eye of the Supervisor" (79)
"Handling Complaints" (83)
"How to Listen More Effectively" (86)
"A Public Well Served" (94)
"Your Job: You and Your Boss" (104)
"Courteous Service" (117)
"The Courtesy Caper" (118)
"That Extra Something" (138)
"That Final Touch" (139)

Develop periodic self-evaluation forms on communication channels with employers, other employes, and the public.

COURSE GOAL

Students will be able to define, spell and use standard foodservice terms.

ACTIVITIES

Have students complete the following learning modules (148):

Food Preparation Vocabulary
Restaurant Vocabulary
Garde Manger Vocabulary

Use flashcards, crosswords, etc., to study vocabulary.

Invite a French language instructor to class to teach students pronunciation and meaning of French terms related to food and food preparation.

Conduct "Vocabulary Downs" (spelling and definitions) on a regular basis.

When new recipes are demonstrated in class, review vocabulary during the presentation.

Utilize foodservice terms when referring to equipment, procedures and foods in the classroom.

Have students view the filmstrip "The Names in the Cooking Game" (130).

COURSE GOAL

Students will be able to explain to another person the steps involved in performing a given foodservice task.

ACTIVITIES

Invite a speech instructor to class to explain how to make a demonstration.

Ask students to demonstrate skills for the class (e.g., hard cooking an egg).

SANITATION, SAFETY AND EQUIPMENT

COURSE GOALS

Students will:

be able to apply sanitary personal habits.

know how to dress in a manner appropriate for safe working conditions.

be able to use safe techniques in performing foodservice tasks.

be able to maintain a clean and sanitary work station.

be able to handle dishes, food and beverage in a sanitary manner.

be able to identify, use and care for tools and equipment.

be able to identify, use and care for knives.

know how to store foods at proper temperatures for effective bacteria control.

be able to select appropriate detergents and sanitizers.

be able to prepare dishes for machine or hand washing.

be able to wash and sanitize dishes by hand according to Oregon State Health Division approved methods.

be able to maintain appropriate water temperatures for all stages of the dishwashing cycle.

be able to operate three standard commercial dishwashing machines.

know the difference between food poisoning and food-borne illness.

be able to name three food-borne illnesses, their causes and preventive procedures.

be able to select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical, electrical.

be able to demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.

know employe rights and responsibilities according to the Occupational Safety and Health Act (OSHA).

be able to obtain a food handler's card.

COURSE GOAL

Students will be able to apply sanitary personal habits.

ACTIVITIES

As a group, handle caramels, wash hands and examine hands for stickiness. Watch a demonstration on proper handwashing and then have students rewash hands.

Ask students to read: *Food Sanitation: Study Course* (34).

Have students view one or more of the following films:

"How Do You Look When It Counts?" (85)
"Protecting the Public I: Personal Side" (132)
"Smart Waitress I—Personal Presentation" (137)

Have students complete individual personal grooming checklists such as the one available from the Oregon State Health Division.

COURSE GOAL

Students will know how to dress in a manner appropriate for safe working conditions.

ACTIVITIES

Discuss and demonstrate different types of shoes in terms of traction in water, on different floor finishes, etc.

Ask the clothing instructor to class to discuss the flammability of various fibers and fabrics.

COURSE GOAL

Students will be able to use safe techniques in performing food service tasks.

ACTIVITIES

Have students complete the Food Service Safety Procedures and Restaurant First-Aid learning modules (144).

View one or more of the following films:

"Dining Room Safety" (77)
"Kitchen Safety Series" (91)
"Dishing Up Safety" (120)
"Safety in the Kitchen" (134)
"Work Smart, Stay Safe" (143)

Have students outline and evaluate one another's abilities to use safe work techniques when performing tasks in the classroom, training facility, at work.

COURSE GOAL

Students will be able to maintain a clean and sanitary work station.

ACTIVITIES

Have students complete the Removing and Recycling Solid Waste and Cleaning the Dishroom learning modules (145).

Have students conduct end of the day inspections in the laboratory or at training stations.

View following films:

"Dan the Dependable Dishwasher" (119)
"Dishroom Maintenance and Cleaning" (121)

COURSE GOAL

Students will be able to handle dishes, food and beverage in a sanitary manner.

ACTIVITIES

Have students complete the Sanitary Food Handling learning module (145).

Ask students to read the following:

Kitchen Sanitation and Food Hygiene (6)

View the following films:

"Food Sanitation: Utensils and Equipment" (124)
"Establishment and Equipment Sanitation" (132)

Emphasize sanitary practices at all times in the classroom and the training facility.

COURSE GOAL

Students will be able to identify, use and care for tools and equipment.

ACTIVITIES

Ask students to spell and define the following tools and equipment. Discuss uses as a class.

portion scoop	dry measure	bain marie
dredger	meat thermometer	convection oven
china cap	oven thermometer	steam jacketed kettle
liquid measure	sieve	steam table
skimmer	rolling pin	proofing cabinet
tongs	stock pots	boiler
serrated spoon	scraper	blender
french whip	collander	ice machine
bake pans	vegetable brush	coffee makers
scales	rotary beater	vertical cutter
knife sharpener	commercial mixer	vegetable peeler/washer

pastry brush	slicer	cold drink dispenser
pie marker	walk-in	tilting fry pan
vegetable peeler	bank oven	shake machine
utility fork	deepfat fryer	can openers
ladle	grill	thermometer

Discuss commercial equipment using magazines and trade journals (66).

Have student complete the following learning modules (146):

Knives	Gas Operated Char-Broiler
Basic Hand Tools for Culinary Arts	Conventional Ovens
Can Opener	Steam Pressure Cooker
Meat Slicer	Microwave Oven
Commercial Food Cutter	Griddle
Vegetable Slicer Attachment	Deep Fryer
Commercial Mixer	Salamander
Commercial Blender	Compartment Pressure Steamer
Butcher Block	Steam Jacketed Kettles
Meat Grinder Attachment	Tilting Fry Pan
Power Meat Saw	Portable Proof Box and Hot Cabinet
Meat Tenderizer	Convection Oven
Commercial Waffle Baker	Coffee Urn

Identify and explain equipment in the school lab or cafeteria.

Have students review operations manuals for various types of equipment; list a number of recipes for each.

Compile an equipment file by asking students to write commercial equipment supply houses for product information.

Have students write out instructions for each piece of equipment in the lab or cafeteria. Share as a class.

Have students compile procedures checklists for cleaning standard kitchen equipment.

As a class, research and demonstrate different types of coffee makers; discuss various types of coffee.

Ask lunchroom personnel to explain and demonstrate standard mixers and attachments.

Have students practice using each type of equipment in class, at the school training facility, or on the job.

Inquire at various commercial equipment supply houses to see if they would like to donate outdated catalogs for use as student textbooks.

Demonstrate as many types of equipment as are available; local hospitals, colleges and businesses may agree to field trips.

Ask a gas company representative to class to discuss the use of gas in commercial establishments.

Conduct a field trip to an equipment wholesale house and ask staff to identify and explain equipment.

COURSE GOAL

Students will be able to identify, use and care for knives.

ACTIVITIES

Ask students to identify, discuss and describe the uses of the following knives:

- boning knife
- paring knife
- slicer
- cleaver
- steel
- french knife
- grapefruit
- kitchen knife

Ask a chef to class to demonstrate the use and care of various types of knives.

Have students practice using and caring for knives.

Have students complete the Knives learning module (146).

COURSE GOAL

Students will know how to store foods at proper temperatures for effective bacteria control.

ACTIVITIES

Have students complete the Cold Storage learning module (145).

Have students read the following:

Applied Food Service Sanitation (3)
Kitchen Sanitation and Food Hygiene (6)
Hot Facts About Food Preparation (31)

View one or more of the following films and filmstrips:

"Sanitation: Rules Make Sense" (100)
"Protecting the Public Part II: Food Protection" (132)
"Refrigerated Food Storage" (133)

Use thermometers to check temperatures of cold storage, steam tables, dishwasher water, etc., in the training facility.

COURSE GOAL

Students will be able to select appropriate detergents and sanitizers.

ACTIVITIES

Have students complete the Detergents and Sanitizers learning module (145).

Ask a cleaning supply representative or chemistry teacher to discuss detergents and sanitizers.

Use a variety of bacteria culture plates to demonstrate the effectiveness of a variety of cleaning agents.

COURSE GOAL

Students will be able to prepare dishes for machine or hand washing.

ACTIVITIES

Ask a foodservice teacher or advanced student to demonstrate proper hand washing techniques.

Discuss the importance of scraping dishes before putting them in the dishwasher or wash tub.

Demonstrate and then have students practice techniques for scraping and racking dishes.

COURSE GOAL

Students will be able to wash and sanitize dishes by hand according to Oregon State Health Division approved methods.

ACTIVITIES

Have students complete the Washing Dishes and Pots by Hand learning module (145).

Demonstrate three sink dishwashing.

Have student use the three sink method in the training facility.

COURSE GOAL

Students will be able to maintain appropriate water temperatures for all stages of the dishwashing cycle.

ACTIVITIES

As a class, discuss correct water temperature for sanitary dish treatment.

Have students read *Metric Workbook for Foodservice/Lodging* pages 90-102 (14).

COURSE GOAL

Students will be able to operate three standard commercial dishwashing machines.

ACTIVITIES

Have students complete the following learning modules:

Detergent and Sanitizer Dispensers (145)
180 degree Rinse Stationary Rack Dishwasher (146)
Single Tank Conveyor Dishwasher (146)

View and discuss the films:

"Mr Dishmachine Operator" (93)
"Dan the Dependable Dishwasher" (119)

Have students practice a minimum of four hours on each of three types of machines. Assign students to area hospitals, schools and restaurants when possible.

Conduct field trips to a number of foodservice operations which use different types of standard dishwashing machines.

COURSE GOAL

Students will know the difference between food poisoning and food-borne illness.

ACTIVITIES

Guest speakers: biologist, health official, doctor or school nurse.

Prepare culture plates, or ask a biologist to help. Expose the plates to various potential germ carriers and allow bacteria to grow. Experiment with various antiseptics and cleansers to kill the growth. Discuss sanitation in terms of preventing illness.

COURSE GOAL

Students will be able to name three food-borne illnesses, their causes and preventive procedures.

ACTIVITIES

Have students complete the Food-Borne Illness learning module (145).

View the film "Sanitation: Rodent and Insect Control" (99).

COURSE GOAL

Students will be able to select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical, electrical.

ACTIVITIES

Have students complete the Fire Prevention and Protection learning module (144).

Invite a local fire marshall or insurance fire specialist to speak to the class.

View the film: "The Angry Flame" (110).

COURSE GOAL

Students will be able to demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.

ACTIVITIES

Ask a Red Cross representative to class to teach students how to aid victims of choking; have students qualify for Red Cross multimedia first aid cards.

COURSE GOAL

Students will know employe rights and responsibilities according to the Occupational Safety and Health Act (OSHA).

ACTIVITIES

Ask an OSHA representative to class to discuss employe rights and responsibilities.

Have students form a safety committee along OSHA guidelines for business safety committees.

Ask students to develop a list of emergency procedures for the laboratory or classroom.

As a class, examine the laboratory for potential hazards and remedy unacceptable conditions.

COURSE GOAL

Students will be able to obtain a food handler's card.

ACTIVITIES

Ask student to complete the Personal Sanitary Practices learning module (145).

Ask a board of health official to speak to the class about the food handler's card.

Take students on a field trip to the county health offices; have them obtain food handler's cards.

FOOD PREPARATION

COURSE GOALS

Students will:

be able to read, interpret and convert standardized recipes.

be able to weigh and measure ingredients according to a recipe.

be able to select and use seasoning.

be able to select and prepare fruit.

be able to select and prepare vegetables.

be able to select and prepare salads and salad dressings.

be able to prepare and use garnishes.

be able to select, cook with and store dairy products.

be able to prepare eggs and egg dishes.

be able to prepare basic stock from beef, veal, poultry, fish and vegetables.

be able to use all standard thickening agents.

be able to prepare the five basic sauces, and three variations of each.

be able to prepare broth, cream, puree and chowder soups.

be able to bake, roast, broil, steam and fry foods.

know how to store meats properly.

be able to identify meat cuts and United States Department of Agriculture (USDA) grades.

be able to prepare meats using appropriate dry, moist or combination techniques.

be able to select, prepare and store poultry.

be able to select, prepare and store fish and seafood.

be able to slice and carve meats and poultry.

be able to prepare and serve hot and cold sandwiches.

be able to bread food products.

COURSE GOAL

Students will be able to read, interpret and convert standardized recipes.

ACTIVITIES

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 62-66 (26).

Have students list abbreviations found in any twenty-five recipes, and write out the meaning of each. Discuss as a class.

Make flash cards of abbreviations and have students study in pairs.

Prepare a bulletin board display of portioning tools and what they measure.

Have students read and work problems in *Metric Math for Foodservice/ Lodging* pages 18-19 (14).

Have student convert recipes to quantities for 5, 25, 100, 250, and 375.

COURSE GOAL

Students will be able to weigh and measure ingredients according to a recipe.

ACTIVITIES

Have students read *Exploring Professional Cooking* pages 139-151 (52).

Demonstrate for the class the use of baker's, portion and gram scales, progressive measuring techniques, liquid and dry measurement techniques.

Have students practice measuring techniques in the laboratory and on the job.

COURSE GOAL

Students will be able to select and use seasoning.

ACTIVITIES

Have students read *Spices and Recipes* (59).

Invite a coffee/spice company representative to class to discuss types and grades of seasonings, how to buy, uses.

Over a period of time, have students brew different spice or herb teas every few days. As a class, sample and discuss the flavor and what foods it reminds students of. Students might construct a tea bulletin board to keep track of tasting activities.

Have students make spice bags.

Discuss herbs and spices used in various cooking demonstrations throughout the course.

COURSE GOAL

Students will be able to select and prepare fruit.

ACTIVITIES

View demonstrations and practice selecting and preparing fruit.

Demonstrate and have student practice selecting and preparing fruit; breakfast fruit items should be emphasized.

Have students read *Exploring Professional Cooking* pages 244-247 (51) concerning fruit preparation.

As a class, discuss the effects of abscorbic acid on nonacetic fruits.

Conduct a field trip to a produce wholesale outlet.

COURSE GOAL

Students will be able to select and prepare vegetables.

ACTIVITIES

Ask students to read one or more of the following:

Food Preparation for Hotels, Restaurants and Cafeterias pages 206-209 (26)
Understanding Cooking pages 200-238 (45)
Exploring Professional Cooking pages 231-243 (51)
Cooking for the Professional Chef pages 191-206 (68)

Demonstrate various cooking techniques which preserve color and vitamins in vegetables.

Student laboratory assignments should include preparation of fresh, frozen, canned and dehydrated vegetables.

Have students practice various cooking methods (i.e., steaming, sauteing, simmering and baking.

Take students on a field trip to a produce wholesaler or retailer.

COURSE GOAL

Students will be able to select and prepare salads and salad dressings.

ACTIVITIES

Have students read the following:

Food Preparation for Hotels, Restaurants and Cafeterias pages 107-109 (26)
Exploring Professional Cooking pages 165-185 (51)
Cooking for the Professional Chef pages 224-242 (68)

Have students complete the following learning modules (150):

- Basic Salad Facts
- Appetizer Salad
- Cottage Cheese and Fruit Salad
- Chef's Salad
- Salad Nicoise
- Potato Salad
- Macaroni Salad
- Waldorf Salad
- Gelatin and Dessert Salads
- Basic and Derived Salad Dressing
- Mayonnaise
- Cooked or Boiled Dressing

COURSE GOAL

Students will be able to prepare and use garnishes.

ACTIVITIES

Ask students to complete the Chaud-Froid learning module (150).

Have students read *The Professional Chef's Book of Buffets* (65).

Ask a professional chef to class to demonstrate chaud-froid and ice carving.

Demonstrate and have students practice making garnishes (22).

Have students plan, prepare and serve school luncheon buffets which emphasize garde manger work.

COURSE GOAL

Students will be able to select, cook with and store dairy products.

ACTIVITIES

Have students read the following:

Understanding Cooking pages 176-196 (45)
Cooking for the Professional Chef pages 97-103 (68)

Discuss milk and milk products as a class.

Demonstrate and have students practice cooking with dairy products.

As a class, discuss the effects of heat on protein.

Interview cheese shop staff concerning cheese tasting; conduct a cheese tasting activity in class.

Conduct a field trip to a delicatessen or cheese specialty shop.

COURSE GOAL

Students will be able to prepare eggs and egg dishes.

ACTIVITIES

Ask students to read the following:

Understanding Cooking pages 176-196 (45)
Cooking for the Professional Chef pages 97-103 (68)

Demonstrate and have students practice preparing eggs in a number of ways.

Have students offer egg dishes in the cafeteria.

Have students view the film "Give Your Eggs a Break" (82).

COURSE GOAL

Students will be able to prepare basic stock from beef, veal, poultry, fish and vegetables.

ACTIVITIES

Have students read one or more of the following:

Food Preparation for Hotels, Restaurants and Cafeterias pages 166-169 (26)
Understanding Cooking pages 254-258 (45)
Exploring Professional Cooking pages 169-170 (51)
Cooking for the Professional Chef pages 154-155 (68)

Demonstrate and have students practice preparing a variety of stocks, soups and sauces.

COURSE GOAL

Students will be able to use all standard thickening agents.

ACTIVITIES

Have students read the following:

Understanding Cooking pages 250-253 (45)
Cooking for the Professional Chef page 156 (68)

Demonstrate and have students practice using standard thickening agents.

Ask an executive chef to class to demonstrate various uses of thickening agents.

COURSE GOAL

Students will be able to prepare the five basic sauces, and three variations of each.

ACTIVITIES

Demonstrate and have students practice preparing brown, white, blonde, yellow and red sauces, and three variations of each.

Have students read one or more of the following:

Food Preparation for Hotels, Restaurants and Cafeterias pages 166-169 (26)
Understanding Cooking pages 243-275 (45)
Exploring Professional Cooking pages 169-170 (51)
Cooking for the Professional Chef pages 154-160 (68)

COURSE GOAL

Students will be able to prepare broth, cream, puree and chowder soups.

ACTIVITIES

Have students read the following:

Food Preparation for Hotels, Restaurants and Cafeterias page 169 (26)
Understanding Cooking pages 310-318 (45)
Exploring Professional Cooking pages 272-274 (51)
Cooking for the Professional Chef pages 160-169 (68)

Demonstrate and have students practice making soups.

Compare homemade, canned and dehydrated soups in terms of quality, preparation time, and cost per serving.

Have students operate a soup luncheon buffet at school for several days to practice preparing soups.

COURSE GOAL

Students will be able to bake, roast, broil, steam and fry foods.

ACTIVITIES

Have students read:

Food Preparation for Hotels, Restaurants and Cafeterias pages 47-53 (26)
Cooking for the Professional Chef pages 110-153 (68)

Invite a cook (broiler, saute, fry) to class to demonstrate methods for applying heat to foods.

Have student practice various methods for cooking foods, particularly short-order.

Ask a cook from a Chinese restaurant to demonstrate the use of the wok. Have students practice cooking with a wok.

Conduct a field trip to several restaurants to observe methods for cooking foods.

COURSE GOAL

Students will know how to store meats properly.

ACTIVITIES

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 372-455 (26).

Ask an Oregon State Health Division representative to class to discuss proper storage of both raw and cooked meats.

COURSE GOAL

Students will be able to identify meat cuts and United States Department of Agriculture (USDA) grades.

ACTIVITIES

Have students read:

> *Food Preparation for Hotels, Restaurants and Cafeterias* pages 304-342, 368-400, 401-426 (26)
> *Exploring Professional Cooking* pages 199-229 (51)

Arrange for a guest speaker from the Oregon Beef Council to talk with students.

Practice identifying wholesale and retail cuts of meat on a diagram of a beef carcass.

Invite a USDA inspector to address the class.

Have students practice reading menus and describe the cuts of meat used in various dishes.

Conduct a field trip to a butcher shop, preferably a commercial meat wholesaler who deals primarily with restaurants.

COURSE GOAL

Students will be able to slice and carve meats and poultry.

ACTIVITIES

Ask a buffet meat carver from a hotel or restaurant to class to speak to students.

Have students practice carving and slicing meats; local foodservice facilities may be able to provide students with this experience.

Demonstrate and have students practice using, disassembling, cleaning and reassembling slicing machinery.

Conduct a field trip to a delicatessen or sandwich shop that slices meats on the premises.

COURSE GOAL

Students will be able to prepare and serve hot and cold sandwiches.

ACTIVITIES

Demonstrate and have student practice preparing hot and cold sandwiches.

Have students complete the following modules (150):

A La Carte Sandwich Station
Toasted A La Carte Sandwiches
Grilled A La Carte Sandwiches

Ask students to read the following:

Exploring Professional Cooking pages 187-197 (51)
Cooking for the Professional Chef pages 227-232 (68)

Sponsor a contest in the classroom for each student to create a new sandwich. Ask individuals from outside of class to judge the sandwiches. Prepare and sell the top three rated products at noon and ask customers to fill out evaluations forms.

Conduct a field trip to a sandwich shop to look at the variety of sandwiches offered and preparation methods.

COURSE GOAL

Students will be able to bread food products.

ACTIVITIES

Have students read *Cooking for the Professional Chef* pages 104-109 (68).

Demonstrate and have students practice breading techniques. This activity might be combined with instruction in deep fat frying. Vegetables are less expensive than meat items for student practice in breading.

Have students prepare fish and chips for school lunch to gain breading and deep fat frying experience.

COURSE GOAL

Students will be able to select and prepare starch dishes.

ACTIVITIES

Ask students to read *Cooking for the Professional Chef* pages 210-216 (68).

Set up a classroom display of pastas, or visit an Italian grocery and look at various types of pasta.

Demonstrate and have students practice preparing pasta, rice and potato dishes.

Demonstrate and practice making homemade noodles.

Conduct field trips to Italian and Chinese restaurants and ask staff about the use of pasta, rice and noodles.

COURSE GOAL

Students will be able to prepare basic breads, rolls, cakes and pastries.

ACTIVITIES

Have students read the following:

The Baker's Manual for Quantity Baking and Pastry Making (2)
Food Preparation for Hotels, Restaurants and Cafeterias pages 501-599 (26)
Exploring Professional Cooking pages 287-313 (51)

Demonstrate and have students practice preparing baked goods.

Have students conduct comparison studies of baked products purchased, prepared from mixes, and from scratch in terms of taste, appearance and production costs.

Discuss the characteristics and purposes of standard baking ingredients.

Have students prepare and sell baked goods at school to give students experience, and raise money for field trips to industry establishments.

NOTE: It is suggested that classroom time devoted to preparing baked goods be limited, due to the fact that very few restaurants do any baking on the premises and those which do primarily use convenience mixes. However, students should understand the basic principles. This also applies to cake decorating; employment demand in this field is limited.

COURSE GOAL

Students will be able to prepare basic desserts.

ACTIVITIES

Many desserts can be covered in the activities listed on the preceding pages.

Have students read *Food Preparation for Hotels, Restaurants and Cafeterias* pages 292-299 (26).

Demonstrate and have students practice making basic desserts.

NOTE: The foodservice industry uses very few desserts made on the premises. It is suggested that the students conduct a survey of local restaurants to determine what desserts are served, and which ones are made from scratch, mixes or are purchased.

COURSE GOAL

Students will be able to portion food.

ACTIVITIES

Have students read *Exploring Professional Cooking* page 100 (51).

As a class, review various pieces of equipment used to portion foods.

As a class, discuss the advantages of serving equal portions to all customers.

Have individual students portion food in the school cafeteria line.

COURSE GOAL

Students will be able to prepare nonalcoholic beverages.

ACTIVITIES

Have students read *Exploring Professional Cooking* pages 318-326 (51).

Demonstrate and have students practice preparing coffee, tea and fountain items.

Have students prepare coffee using a variety of methods. Ask students to rate the product for taste, preparation time and cost.

Invite a coffee sales representative to class to discuss machinery and coffee making systems.

Display a variety of teas; demonstrate and have students prepare and serve hot and cold teas.

Ask a beverage distributor to demonstrate the use and care of fountain equipment.

As a class, discuss a variety of specialty coffees such as espresso, demitasse and cafe au lait.

Discuss the profitability of serving coffee and other beverages.

Have students view filmstrips:

"Cinderella and The Magic House" (115)
"Coffee, Please" (116)

SERVING FOODS

COURSE GOALS

Students will be able to:

schedule reservations.

assign stations to servers.

set up individual covers and complete tables.

inspect dining room set-up, serving stations and equipment.

welcome and seat customers in a courteous and efficient manner.

make suggestions to customers and answer questions regarding food and service.

answer questions regarding the community and surrounding area.

take a customer's order.

observe and check the quality and appearance of food and beverages served.

serve food and beverage in a courteous and efficient manner.

prepare and portion food usually served at the front of the house.

complete assigned sidework.

resolve customer concerns.

accurately tally guest checks with and without using an adding machine.

accurately process charge card payments.

operate a cash register.

make change accurately.

bus tables.

prepare and submit a cash report at the end of the shift.

determine and pay out all charged tips to appropriate personnel.

keep records and prepare reports necessary for operation of the control system.

order dining room supplies.

COURSE GOAL

Students will be able to schedule reservations.

ACTIVITIES

Invite host personnel or a maitre d'hotel to class to discuss booking reservations.

Simulate a situation in which tables are available and a given number of reservations have been booked, and ask students to determine or demonstrate:

If there is room for a given party;
The time at which this party could be accommodated;
A polite technique to turn away customers when tables are not available.

Invite a telephone operator to class to discuss correct answering techniques and how to handle multiple line telephone calls. The school district office may have a switchboard operator who would be willing to participate in this activity.

Have students view the film "Telephone Manners" (103).

COURSE GOAL

Students will be able to assign stations to servers.

ACTIVITIES

As a class, discuss how many tables usually make up a serving station, the factors involved, and the assigning of the stations to serving personnel.

Have students view overhead transparency diagrams of various dining room layouts. Discuss how to divide the room into stations according to the types of menus offered (i.e., dinner house, coffee shop).

Ask students to determine and assign service stations in the training facility.

COURSE GOAL

Students will be able to set up individual covers and complete tables.

ACTIVITIES

Have students read *The Essentials of Good Table Service* pages 10-13 (20).

Demonstrate and have students practice table setting techniques. Review the sanitary handling of dishes.

Have students practice setting up covers with and without guests present at the table.

Set up displays of dishes, flatware and glassware. Number each item and ask students to identify each in writing.

Ask students to diagram cover set-ups required to serve each of several menus.

As a group, ask students to prepare a table setting checklist.

Have student view the following films:

"How to Set a Table" (87)
"Table Settings" (102)

COURSE GOAL

Students will be able to inspect dining room set-up, serving stations and equipment.

ACTIVITIES

Have students read the following:

The Correct Cashier (17)
The Essentials of Good Table Service pages 2-18 (20)
Dining Room Service pages 83-100 (43)

Prepare several covers (some incorrectly) and ask students to evaluate each and determine what should be done to remedy inadequate covers.

COURSE GOAL

Students will be able to welcome and seat customers in a courteous and efficient manner.

ACTIVITIES

Have students read the following:

Waiter/Waitress Training Manual pages 41-56 (15)
The Essentials of Good Table Service pages 2-6 (20)
Host/Hostess (30)
Dining Room Service chapter 6 (43)

As a class, discuss techniques for greeting and seating guests.

As a class, review rules of courtesy regarding older people, couples, children, etc.

Ask host personnel or a maitre d'hotel to class to discuss greeting and seating techniques.

Have students practice greeting and seating guests.

Have students simulate three ways to make customers feel recognized and appreciated for their patronage.

Have students view the film "Ladies and Gentlemen in Waiting" (129).

COURSE GOAL

The student will be able to make suggestions to customers and answer questions regarding food and service.

ACTIVITIES

As a class, discuss reasons for suggesting additional or special items to guests.

Have students practice explaining preparation methods for a variety of menu items offered by local establishments.

As a class, review pronunciation of menu items; review preparation techniques for each.

COURSE GOAL

Students will be able to answer questions regarding the community and surrounding area.

ACTIVITIES

Have students contact the local chamber of commerce to find out about points of interest, as well as lodging and recreation facilities in the community.

As a class, develop a chart of mileage to nearby points of interest.

Have students prepare a bulletin board display at school depicting various points of interest in the community.

COURSE GOAL

Students will be able to take a customer's order.

ACTIVITIES

Ask serving personnel to class to discuss techniques for taking orders, using abbreviations, and remembering who ordered what.

Ask students to develop a set of abbreviations to use at the training facility for foods served there.

Simulate situations where customers place orders, then change their minds or make special requests concerning the preparation or service of the food.

Using menus from a number of foodservice establishments, have students practice taking and writing orders.

COURSE GOAL

Students will be able to observe and check the quality and appearance of food and beverages served.

ACTIVITIES

As a class, discuss reasons for checking the quality and appearance of food and beverages.

Discuss with students what to do if an employe sees an inadequate food serving in front of a guest who has not complained.

As a class, evaluate photographs of various meals and dishes in terms of appearance.

Have students view the film: "Presentation of Food and Beverage" (95).

COURSE GOAL

Students will be able to serve food and beverage in a courteous and efficient manner.

ACTIVITIES

Ask students to read:

Waiter/Waitress Training Manual chapter 5 (15)
Dining Room Service chapter 10 (43)

Invite a maitre d'hotel, captain or head serving personnel from a first class hotel or restaurant to class to discuss serving techniques.

Have student teams practice serving techniques using liquids and solids to simulate the weight and awkwardness of full plates, bowls, cups and glasses.

COURSE GOAL

Students will be able to prepare and portion food usually served at the front of the house.

ACTIVITIES

Ask students to read the following:

Food Service Careers pages 112, 134-136, 142-145, 159-160 (13)
Exploring Professional Cooking pages 84, 145, 318-327 (51)

Have students prepare and portion fountain items, beverages and desserts.

Have students complete the Portion Control learning module (147).

Demonstrate and have students practice preparing and serving fountain items and beverages, as well as portioning of salads, pastries, soups and other front of the house items.

Refer to the Food Preparation section of this cluster guide concerning beverage preparation (see page 55).

COURSE GOAL

Students will be able to complete assigned sidework.

ACTIVITIES

Have students read the following:

Food Service Careers pages 212-217 (13)
The Waiter/Waitress Training Manual chapter 3 (15)
Exploring Professional Cooking chapter 14 (51)

Invite a restaurant employe to class to explain opening and closing sidework assignments standard for most restaurants.

Have student complete the Opening Sidework learning module (149).

As a class, prepare a sidework checklist for the training facility.

COURSE GOAL

Students will be able to resolve customer concerns.

ACTIVITIES

Have students read the following:

Showmanship in the Dining Room (7)
The Correct Waitress pages 2-20 (17)
Dining Room Service pages 53-57 (43)

As a class, discuss the premise that "the customer is always right."

Simulate various complaint situations, and have the class discuss alternative methods for handling each.

Ask the students to view the following films:

"Courtesy: Food Service is People Service" (74)
"Courtesy: The Inside Story" (76)
"Handling Complaints" (83)

COURSE GOAL

Students will be able to accurately tally guest checks with and without using an adding machine.

ACTIVITIES

Ask students to read *The Waiter/Waitress Manual* chapters 6 and 7 (1).

Have students read and work the problems in *Metric Math for Foodservice/Lodging* pages 138-147 (14).

Have students complete comprehensive basic math tests.

Assign students supplemental math work when needed, or arrange for students to enroll in a general math class.

Ask students to practice tallying guest checks, and have students double check each other's work.

Ask a business education instructor to demonstrate the use of the adding machine.

Have students complete practice sets of problems using adding machines.

COURSE GOAL

Students will be able to accurately process charge card payments.

ACTIVITIES

Ask a bank or club charge card representative to class to discuss handling charge card payments.

Have students practice filling out and processing charge card forms.

Have students view the film: "Handling Credit Cards" (84).

COURSE GOAL

Students will be able to operate a cash register.

ACTIVITIES

Ask students to read *Cashiering* (11).

Demonstrate and have students practice using the cash register.

Have each student complete a practice set of problems using the cash register. Allow for a number of weeks to give each student time to use and learn the machine.

Rotate student cashiers in the training facility.

COURSE GOAL

Students will be able to make change accurately.

ACTIVITIES

Demonstrate and have students practice making change.

As a class, discuss techniques dishonest customers may attempt and how to avoid or counteract such techniques.

Ask a representative from a security consulting firm, or security personnel from a large department store to class to discuss making change, as well as short-change artist techniques.

COURSE GOAL

Students will be able to bus tables.

ACTIVITIES

Demonstrate and have students practice clearing dishes after each course.

Have students practice replacing soiled linens.

Have students practice folding napkins in a variety of ways.

Have students practice balancing and carrying loaded trays or bussing tubs.

Demonstrate and have students practice correct procedures for scraping, sorting, stacking and transporting dishes to the kitchen.

Have students view the following films:

"Mr Busboy" (92)
"Jack and the Beanplate" (126)

COURSE GOAL

Students will be able to prepare and submit a cash report at the end of the shift.

ACTIVITIES

Have students read *Metric Math for Foodservice/Lodging* pages 148-149 (14).

Have students practice counting money and filling out cash reports.

Have students prepare daily cash reports for the training facility.

COURSE GOAL

Students will be able to determine and pay out all charged tips to appropriate personnel.

ACTIVITIES

Ask students to read *Metric Math for Foodservice/Lodging* pages 171-175 (14).

As a class, discuss charged tip procedures.

Have students practice figuring percentages indicated by customers on charge card receipts.

COURSE GOAL

Students will be able to keep records and prepare reports necessary for operation of the control system.

ACTIVITIES

Have students read *Food and Beverage Cost Control* (46).

Invite a food and beverage cost controller to class to discuss various cost control systems used in the food and beverage industry.

Have students tally and compare all guest checks issued and those paid as a means of control for food servers in the training facility.

Have students tally all guest check items at the training station to determine what sells, and to control production in the kitchen.

Ask students to develop a control system for the training facility.

COURSE GOAL

Students will be able to order dining room supplies.

ACTIVITIES

Have students read:

The Waiter/Waitress Manual chapter 2 (1)
Exploring Professional Cooking pages 69-70 (51)

Prepare transparencies for a number of order form samples. Have students practice working sets of problems for which, given a specific inventory, students need to prepare purchase orders for goods to bring the stock up to par.

Assign students responsibilities for inventorying and ordering of supplies for the training facility dining room.

MANAGEMENT

COURSE GOALS

Students will be able to:

purchase, receive, store and issue food and supplies.

plan menus which are enticing to the public, as well as efficient to prepare and profitable.

determine the per person cost and service price of a given menu item, as well as a complete meal.

COURSE GOAL

Students will be able to purchase, receive, store and issue food and supplies.

ACTIVITIES

Have students read and complete *Food Purchasing: Study Course* (55).

Ask students to read:

Food and Beverage Purchasing (47)
Exploring Professional Cooking chapter 4 (51)
Receiving Food in Foodservice Establishments (52)

Have students view the following films:

"Food Purchasing I: General Principles" (80)
"Food Purchasing II: Let the Buyer Beware" (81)
"Receiving and Storing" (96)

As a class, discuss purchasing as part of food demonstrations during the year.

Have students purchase food supplies for the classroom.

Show students how to recognize and identify standard can sizes.

As a class, discuss the importance of comparing invoices and original order forms to verify goods received.

Invite a purchasing agent to class to discuss buying food items.

As a class, study terminology required for physical and perpetual inventory systems.

Ask students to organize and conduct a physical inventory of classroom supplies. Use this inventory to establish a perpetual inventory of supplies for one month. When the month has passed, have students again conduct physical inventory and compare it to the perpetual inventory. Extend the values of the physical inventory items and determine the dollar value of the total inventory.

As a class, discuss the importance of stock rotation to assure using old supplies first.

As a class, set up a system of in-house requisitions for class projects or training facility supplies. Continuous use of the requisitions can serve as a teaching device, as well as help to manage the program.

As a class, review the use of scales to verify the weights of foods ordered and paid for by weight.

Ask students to write out product specifications for items most commonly purchased for the training facility or classroom.

As a class, review the sanitary storage of food.

COURSE GOAL

Students will be able to plan menus which are enticing to the public, as well as efficient to prepare and profitable.

ACTIVITIES

Have students read the following:

Food Service Careers pages 160-191 (13)
Management by Menu parts II and III (38)

Ask each student to prepare menus for a full-service (three meals daily) restaurant.

Have each student prepare a one-month cyclic menu for an institutional foodservice operation.

Have each student prepare banquet menus for the following: formal banquet, buffet wedding supper, brunch, breakfast business meeting, business luncheon, senior prom buffet supper. Then, ask a panel of industry personnel to judge the different menus and award ribbon prizes to 1st, 2nd and 3rd place winners in each category.

As a class, have students prepare a judging sheet incorporating all the elements of a good menu.

Ask each student to write five letters to various restaurants to obtain copies of menus for a restaurant menu file. When each menu is received, a thank you note should be written.

Invite a restaurant consultant to class to discuss reasons for planning the menu prior to any other facet of menu preparation.

Review the basic four food groups with students, stressing that these four should be used in all menus.

Ask a dietician to class to discuss the preparation of basic hospital diets.

COURSE GOAL

Students will be able to determine the per person cost and service price of a given menu item, as well as a complete meal.

ACTIVITIES

Ask students to read the following:

Food Services Careers chapter 3 (13)
Metric Math Workbook for Foodservice/Lodging (14)
Controlling and Analyzing Costs in Foodservice Establishments (36)
Food and Beverage Cost Control (46)
Exploring Professional Cooking chapter 4 (51)

Have students practice costing-out recipes used in the training facility or laboratory.

Ask a certified public accountant who specializes in restaurant and hotel food and beverage accounts to discuss food pricing and menu preparation with the class.

Ask students to determine the cost of an entire menu, as well as individual item selling prices, based on given food cost percentages.

As a class, discuss the meaning of percentage food cost in relation to labor and other costs involved in running a restaurant.

ASSESSMENT

ASSESSMENT*

Why assess? Assessment is critical to sound instructional planning. Once a school and its community reach a mutual understanding of what schooling is to accomplish (once goals and graduation requirements are set), there is a need to know whether such outcomes are being reached.

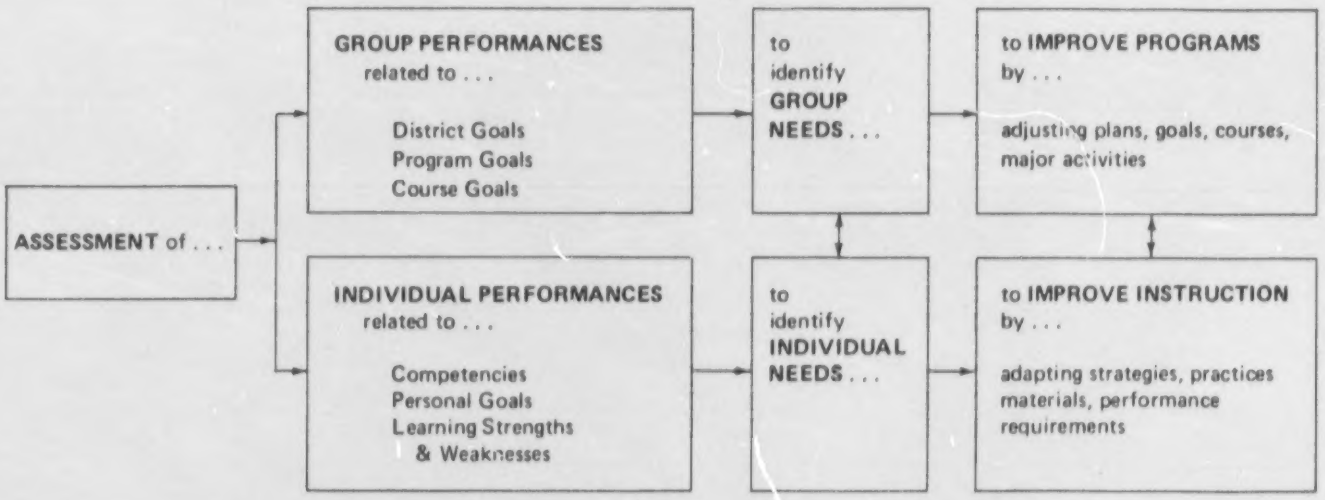
In the Goal-Based Planning for Foodservice Programs section of this guide, four sets of desired outcomes were identified: state goals, district goals, program goals and course goals.

Once instructional plans are implemented, the instructor must pose the question: Are students attaining desired outcomes, and is the foodservice program helping them to reach those outcomes? The quality of the answers to these questions depends on how well assessment activities are designed and carried out.

Assessment activities involve both group and individual approaches: how well students do in the program as a group helps determine the course of the program; how well students do individually helps instructors map out teaching strategies.

The interrelationship is shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



*Assessment in goal-based planning is described on pages 17-30 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

District goal assessment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Program goal assessment answers the question: To what extent are students attaining the outcome foodservice teachers and curriculum planners desire?

Course goal assessment answers the question: To what extent are students attaining the outcomes foodservice teachers desire for "Menu Planning and Cost Control?"

Assessment of personal goals answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances which can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

Assessment might involve several of the following approaches:

Third party assessment (teachers, parents, educators, advisory committees)

Administrative assessment

Student assessment of the program and instruction, as well as the level of personal satisfaction

Use of student monitoring data

Student pretest and post-test to determine student growth

Student follow-up study

Survey questionnaires

A foodservice assessment/planning guide

APPENDIX

A Job Descriptions from the *Dictionary of Occupational Titles*

B Instructional Analysis for Organizing Learning Experiences

C Resources

D Foodservice Terms

APPENDIX A

JOB DESCRIPTIONS FROM THE

DICTIONARY OF OCCUPATIONAL TITLES

Following are job descriptions of key occupations around which this cluster was developed.

O.E.S.* No. 43011
D.O.T. No. 314.381; Cook, Short Order

Prepares and cooks to order all kinds of food for consumption which require only a short time to prepare. May take order from customer and serve patrons at counter or tables. May prepare specialty foods such as pizzas, fish and chips, tacos, etc. May carve meats, make sandwiches and brew coffee.

O.E.S. No. 43013
D.O.T. No. 313.381; Cook, Restaurant

Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, plan menu, etc.

O.E.S. No. 43007
D.O.T. No. 318.887; Kitchen Helper

Performs tasks to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition.

O.E.S. No. 43009
D.O.T. No. 311.878; Waiter/Waitress

Serves food and/or beverages to patrons at table and/or counter. Usually takes order from patron and makes out check. May set table with linen and silverware and take payment from patron.

O.E.S. No. 43006
D.O.T. No. 310.868; Host/Hostess

Welcomes patrons, seats them at tables or in lounge, and insures quality and rapidity of facilities and services.

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*Oregon Occupational Employment Statistics

APPENDIX B

INSTRUCTIONAL ANAYLSIS FOR

ORGANIZING LEARNING EXPERIENCE

	COOK, SHORT ORDER	COOK, RESTAURANT	KITCHEN HELPER	WAITER/WAITRESS	HOST/HOSTESS
HUMAN RELATIONS AND COMMUNICATIONS					
Students will:					
know what the foodservice industry has to offer, as well as current employment opportunities.					
know employment regulations, permits and benefits related to the foodservice industry.					
know job application procedures needed to obtain employment in foodservice industries.					
be able to apply acceptable work habits.					
be able to communicate with employers, other employes, and the public.					
be able to define, spell and use standard foodservice terms.					
be able to explain to another person the steps involved in performing a given foodservice task.					
SANITATION, SAFETY AND EQUIPMENT					
be able to apply sanitary personal habits.					
know how to dress in a manner appropriate for safe working conditions.					
be able to use safe techniques in performing foodservice tasks.					
be able to maintain a clean and sanitary work station.					
be able to handle dishes, food and beverage in a sanitary manner.					
be able to identify, use and care for tools and equipment.					
be able to identify, use and care for knives.					
know how to store foods at proper temperatures for effective bacteria control.					

	COOK, SHORT ORDER	COOK, RESTAURANT	KITCHEN HELPER	WAITER/WAITRESS	HOST/HOSTESS
be able to select appropriate detergents and sanitizers.					
be able to prepare dishes for machine or hand washing.					
be able to wash and sanitize dishes by hand according to Oregon State Health Division approved methods.					
be able to maintain appropriate water temperatures for all stages of the dishwashing cycle.					
be able to operate three standard commercial dishwashing machines.					
know the difference between food poisoning and food-borne illnesses.					
be able to name three food-borne illnesses, their causes and preventive procedures.					
be able to select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical, electrical.					
be able to demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.					
know employe rights and responsibilities according to the Occupational Safety and Health Act (OSHA).					
be able to obtain a food handler's card.					

FOOD PREPARATION

be able to read, interpret and convert standardized recipes.					
be able to weigh and measure ingredients according to a recipe.					
be able to select and use seasoning.					
be able to select and prepare fruit.					
be able to select and prepare vegetables.					
be able to select and prepare salads and salad dressings.					
be able to prepare and use garnishes.					
be able to select, cook with and store dairy products.					

	COOK, SHORT ORDER	COOK, RESTAURANT	KITCHEN HELPER	WAITER/WAITRESS	HOST/HOSTESS
be able to prepare eggs and egg dishes.					
be able to prepare basic stock from beef, veal, poultry, fish and vegetables.					
be able to use all standard thickening agents.					
be able to prepare the five basic sauces, and three variations of each.					
be able to prepare broth, cream, puree and chowder soups.					
be able to bake, roast, broil, steam and fry foods.					
know how to store meats properly.					
be able to identify meat cuts and United State Department of Agriculture (USDA) grades.					
be able to prepare meats using appropriate dry, moist, or combination techniques.					
be able to select, prepare and store poultry.					
be able to select, prepare and store fish and seafood.					
be able to slice and carve meats and poultry.					
be able to prepare and serve hot and cold sandwiches.					
be able to bread food products.					
be able to select and prepare starch dishes.					
be able to prepare basic breads, rolls, cakes and pastries.					
be able to prepare basic desserts.					
be able to portion food.					
be able to prepare nonalcoholic beverages.					

SERVING FOODS

schedule reservations.					
assign stations to servers.					

	COOK, SHORT ORDER	COOK, RESTAURANT	KITCHEN HELPER	WAITER/WAITRESS	HOST/HOSTESS
set up individual covers and complete tables.					
inspect dining room set-up, serving stations and equipment.					
welcome and seat customers in a courteous and efficient manner.					
make suggestions to customers and answer questions regarding food and service.					
answer questions regarding the community and surrounding area.					
take a customer's order.					
observe and check the quality and appearance of food and beverages served.					
serve food and beverage in a courteous and efficient manner.					
prepare and portion food usually served at the front of the house.					
complete assigned sidework.					
resolve customer concerns.					
accurately tally guest checks with and without using an adding machine.					
accurately process charge card payments.					
operate a cash register.					
make change accurately.					
bus tables.					
prepare and submit a cash report at the end of the shift.					
determine and pay out all charged tips to appropriate personnel.					
keep records and prepare reports necessary for operation of the control system.					
order dining room supplies.					

	COOK, SHORT ORDER	COOK, RESTAURANT	KITCHEN HELPER	WAITER/WAITRESS	HOST/HOSTESS
MANAGEMENT					
purchase, receive, store and issue food and supplies.					
plan menus which are enticing to the public, as well as efficient to prepare and profitable.					
determine the per person cost and service price of a given menu item, as well as a complete meal.					

APPENDIX C

RESOURCES

	Books	Address
1	Aikin, B R *The Waiter/Waitress Manual* (New York: McGraw-Hill Book Company, 1976)	McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020
2	Amendola, Joseph *The Baker's Manual for Quantity Baking and Pastry Making* (revised edition) (Rochelle Park: Ahrens Book Company, 1972)	Ahrens Book Company 50 Essex Street Rochelle Park, NJ 07662
3	*Applied Foodservice Sanitation* (Chicago: National Institute for the Foodservice Industry, 1974)	National Institute for the Foodservice Industry 120 Riverside Plaza Chicago, IL 60606
4	Axler, B H *Adding Eye Appeal to Foods* (Indianapolis: The Bobbs-Merrill Company, nd)	The Bobbs-Merrill Company, Incorporated 4300 W 62nd Street Indianapolis, IN 46206
5	Axler, B H *Focus on Profitable Catering* (Indianapolis: The Bobbs-Merrill Company, nd)	(See 4)
6	Axler, B H *Kitchen Sanitation and Food Hygiene* (Indianapolis: Howard W Sanis and Company, 1974)	Howard W Sanis and Company, Incorporated 4300 W 62nd Street Indianapolis, IN 46206
7	Axler, B H *Showmanship in the Dining Room* (Indianapolis: The Bobbs-Merrill Company, nd)	(See 4)
8	Blair, E C *Salads and Salad Dressings* (Boston: Cahners Publishing, 1974)	Cahners Publishing 89 Franklin Street Boston, MA 02110
9	*Bussing Attendant* Food Service Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
10	*Brief History of the Labor Movement* US Department of Labor Bulletin 100 (Washington, DC: US Department of Labor, 1970)	US Department of Labor Washington, DC 20390
11	*Cashiering* Food Service Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
12	*Cold Facts About Food Preparation* (Chicago: National Restaurant Association, nd)	National Restaurant Association One IBM Plaza Chicago, IL 60611

13	Cornelius, E G *Food Service Careers* (Peoria: Charles A Bennett Company, 1974)	Charles A Bennett Company, Incorporated 809 W Detweller Drive Peoria, IL 61614
14	Crawford, Hollie W and Milton C McDowell *Metric Workbook for Foodservice/Lodging* (Boston: Cahners Publishing, 1976)	(See 8)
15	Dahmer, Sondra J and Kurt Khal *The Waiter and Waitress Training Manual* (Boston: Cahners Publishing, 1973)	(See 8)
16	Dardarian, Leo *Put Profit on the Menu* (Rochelle Park: Hayden Book Company, 1959)	Hayden Book Company 50 Essex Street Rochelle Park, NJ 07662
17	Dietz, Susan M *The Correct Waitress* (Rochelle Park: Hayden Book Company, 1952)	(See 16)
18	*Directory of Hotel Restaurant Institutional Schools* (Washington, DC: Council on Hotel, Restaurant and Institutional Education, 1972)	Council on Hotel, Restaurant and Institutional Education 1522 K Street NW Washington, DC 20003
19	*An Employee Safety Message for Food Service Operators* (Chicago: National Restaurant Association, 1972)	(See 12)
20	*The Essentials of Good Table Service* (Ithaca: Cornell University, 1975)	Cornell University Ithaca, NY 14850
21	*Exploring Careers in Hospitality and Food Service* (Bloomington: McKnight Publishing Company, 1975)	McKnight Publishing Company Bloomington, IL 61701
22	Finance, C *Buffet Catering* (Rochelle Park: Ahrens Book Company, 1958)	(See 2)
23	Folsom, L A *Professional Chef* (4th Edition) (Chicago: Institutions Magazine, 1974)	Institutions Magazine 5 S Wabash Chicago, IL 60603
24	*A Food Protection Message for Food Service Operators* (Chicago: National Restaurant Association, 1964)	(See 12)
25	Fowler, S F, B B West, and G S Shugart *Food for Fifty* (New York: John Wiley and Sons, 1967)	John Wiley and Sons 605 3rd Avenue New York, NY 10016
26	Haines, Robert G *Food Preparation for Hotels, Restaurants and Cafeterias* (Norwood: American Technical Society, 1973)	American Technical Society Norwood Technical School Norwood, OH 45212

27	Hardwick, G B and R L Kennedy *Desserts and Beverages* (Boston: Cahners Publishing, 1975)	(See 8)
28	Harris, Ellen Adeline *Professional Restaurant Service* (New York: McGraw-Hill Book Company, 1966)	(See 1)
29	*Hospitality Education: A Guide for High School Teachers* Prepared by the National Institute for the Food Service Industry in cooperation with the Division of Vocational and Technical Education, Illinois Office of Education, under Contract No. PCB-A5-023.	(See 3)
30	*Host/Hostess* Foodservice Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
31	*Hot Facts About Food Preparation* (Chicago: National Restaurant Association, nd)	(See 12)
32	*Inventory Controls* Foodservice Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
33	Irish, Richard K *Go Hire Yourself an Employer* (Garden City: Doubleday and Company, 1973)	Doubleday and Company 501 Franklin Avenue Garden City, NY 11530
34	Jernigan, Anna *Food Sanitation: Study Course* (Ames: Iowa State University, 1971)	Iowa State University Ames, IA 50401
35	Kahrl, W *Introduction to Modern Food and Beverage Service* (Englewood Cliffs: Prentice-Hall, Incorporated, 1976)	Prentice-Hall, Incorporated Route 9 W Englewood Cliffs, NJ 07632
36	Keiser J and E Kallio *Controlling and Analyzing Costs in Foodservice Operations* (New York: John Wiley and Sons, Incorporated, 1974)	(See 25)
37	Kimbrell, Grady and Ben S Vineward *Succeeding In the World of Work* (Bloomington: McKnight Publishing Company, 1975)	(See 21)
38	Kinder, Fay *Meal Management* (Mount Vernon: Macmillan and Company, 1968)	Macmillan and Company 34 McQuestan Parkway S Mount Vernon, NY 10550
39	Kotschevar, Lendal H *Management By Menu* (Chicago: National Institute for the Foodservice Industry, 1975)	(See 3)
40	Lacy, Richard C and D C Park *Job Application and Interview* (revised edition) (Columbia: University of Missouri, 1974)	University of Missouri Columbia, MO 65201

41	Lefler, Janet and Salvator Calenese *The Correct Cashier for Hotels and Restaurants* (Rochelle Park: Ahrens Book Company, 1960)	(See 2)
42	Lefler, Janet, M Rupp and F Chrapperini *Canapes, Hors D'Oeuvres & Buffet Dishes* (Rochelle Park: Ahrens Book Company, 1963)	(See 2)
43	Lehrman, Lewis *Dining Room Service* (Indianapolis: The Bobbs-Merrill Company, 1971)	(See 4)
44	Lundberg, Donald E *The Hotel and Restaurant Business* (Boston: Cahners Publishing, 1970)	(See 8)
45	Lundberg, Donald and Lendal Koschevar *Understanding Cooking* (Amherst: University of Massachusetts, 1968)	University of Massachusetts Amherst, MA 01002
46	Maizel, B *Food and Beverage Cost Control* (Indianapolis: The Bobbs-Merrill Company, 1975)	(See 4)
47	Maizel, B *Food and Beverage Purchasing* (Indianapolis: The Bobbs-Merrill Company, 1971)	(See 4)
48	Mok, Charles *Practical Salad Art* (Boston: Cahners Publishing, 1975)	(See 8)
49	*On the Job Training: A Practical Guide for Foodservice Supervisors* (Chicago: Hospital Research and Educational Trust, 1975)	Hospital Research and Educational Trust 840 N Lake Shore Drive Chicago, IL 60611
50	*OSHA Self-Inspection Supplement* (Chicago: National Restaurant Association, 1976)	(See 12)
51	Ray, Mary Frey and Evelyn J Lewis *Exploring Professional Cooking* (Peoria: Charles A Bennett Company, 1976)	(See 13)
52	*Receiving Food in Foodservice Establishments* Food Management Pamphlet No. 3 (Amherst: University of Massachusetts, 1963)	University of Massachusetts Amherst, MA 01002
53	Richardson, T M *Personal Hygiene* (Mason City: T M Richardson, nd)	T M Richardson 2205 Logan Street Mason City, IL 62664
54	Rombauer, Irma and Marion Becker *Joy of Cooking* (Indianapolis: The Bobbs-Merrill Company, 1964)	(See 4)
55	Rosse, Lynn and Roberta McHenry *Food Purchasing: Study Course* (Ames: Iowa State University, 1971)	(See 34)

56	*Serving the Disabled Patron* Foodservice Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
57	Smith, E Evelyn and Vera C Crusius *Handbook on Quality Food Management* (Minneapolis: Burgess Publishing Company, 1970)	Burgess Publishing Company 7108 Ohms Lane Minneapolis, MN 55435
58	Sonnenschmidt, F H and J F Nicolas *Professional Chef: Art of Garde Manger* (Boston: Cahners Publishing, 1974)	(See 8)
59	*Spices and Recipes* (Rochester: R T French Company, nd)	R T French Company 153 Mustard Street Rochester, NY 12108
60	*Student Manual for Occupational Relations* (Minneapolis: University of Minnesota, 1969)	University of Minnesota Minneapolis, MN 55411
61	*Sunset Salad Book* (Menlo Park: Lane Books, nd)	Lane Books 85 Willow Road Menlo Park, CA 94065
62	*Tailoring Service to Patrons* Food Service Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
63	Terrell, Margaret *Large Quantity Recipes* (Philadelphia: J B Lippincott Company, 1960)	J B Lippincott Company E Washington Square Philadelphia, PA 19105
64	*Waiter/Waitress* Foodservice Career Education Series (Boston: Cahners Publishing, 1974)	(See 8)
65	Waldner, George K and Klaus Mitterhauser *The Professional Chef's Book of Buffets* (Boston: Cahners Publishing, 1968)	(See 8)
66	Wilkinson, Jule *The Complete Book of Cooking Equipment* (Boston: Cahners Publishing, 1972)	(See 8)
67	Wilton, McKinley and Norma Wilton *Pictoral Encyclopedia of Modern Cake Decorating* (6th edition) (Chicago: Wilton, Incorporated, nd)	Wilton, Incorporated 833 W 15th Street Chicago, IL 60643
68	Wolfe, Kenneth C *Cooking for the Professional Chef: A Structured Approach* (Albany: Delmar Publishers, 1976)	Delmar Publishers PO Box 5087 Albany, NY 12205
69	*Your Responsibility for Safety* (Chicago: National Restaurant Association, 1975)	(See 12)

	16mm Films	Address
70	"Braising and Stewing"	National Education Media 15760 Ventura Boulevard Encino, CA 91436
71	"Broiling"	(See 70)
72	"Coffee 'Round the Clock"	Coffee Brewing Institute 120 Wall Street New York, NY 10019
73	"A Cool Head for Salads"	(See 70)
74	"Courtesy: Food Service Is People Service"	(See 70)
75	"Food Preparation"	National Medical Audiovisual Media, Incorporated Station K Atlanta, GA 30324
76	"Courtesy: The Inside Story"	(See 70)
77	"Dining Room Safety"	(See 70)
78	"Dining Room Sanitation"	(See 70)
79	"Eye of the Supervisor"	(See 70)
80	"Food Purchasing I: General Principles"	(See 70)
81	"Food Purchasing II: Let the Buyer Beware"	(See 70)
82	"Give Your Eggs a Break"	(See 70)
83	"Handling Complaints"	(See 70)
84	"Handling Credit Cards"	(See 70)
85	"How Do You Look When It Counts?"	(See 70)
86	"How to Listen More Effectively"	Universal Education and Visual Arts 235 E 45th Street New York, NY 10017
87	"How to Set a Table"	(See 70)
88	"Increasing Productivity"	(See 70)
89	"Is a Career in the Hotel-Motel Industry for You?"	Aims Instructional Media Services, Incorporated PO Box 1010 Hollywood, CA 90028

90	"It Happens Every Noon" Distributed by the National Audiovisual Center, Capitol Heights, Maryland	Film Library US Department of Agriculture Washington, DC 20250
91	"Kitchen Safety Series" Professional food preparation and service program: "Kitchen Safety – Preventing Burns" "Kitchen Safety – Preventing Cuts and Strains" "Kitchen Safety – Preventing Falls" "Kitchen Safety – Preventing Fires" "Kitchen Safety – Preventing Machine Injuries"	(See 70)
92	"Mr Busboy"	(See 70)
93	"Mr Dish Machine Operator"	(See 70)
94	"A Public Well Served"	(See 75)
95	"Presentation of Food and Beverage"	(See 70)
96	"Receiving and Storing"	(See 70)
97	"Roasting"	(See 70)
98	"Sanitation: Dining Room"	Food and Drug Administration 550 Main Street Cincinnati, OH 45202
99	"Sanitation: Rodent and Insect Control"	(See 70)
100	"Sanitation: Rules Make Sense"	(See 70)
101	"Sanitation: Why All The Fuss?"	(See 70)
102	"Table Settings"	(See 70)
103	"Telephone Manners"	(See 70)
104	"Your Job: You and Your Boss"	(See 70)
105	"You and Your Job Interview"	Guidance Associates 757 Third Avenue New York, NY 10017
106	"Your Personality: The You Others Know"	(See 105)

	Filmstrips	Address
107	"All About Cookware"	Douglas Film Industries distributed by: EKCO Housewares Educational Services 777 S Wheeling Road Wheeling, IL 60090

108	"All About Garnishes"	(See 107)
109	"All About Knives and Carving"	(See 107)
110	"The Angry Flame"	Continental Film Productions 4220 Amnicola Highway Chattanooga, TN 37406
111	"Career Decisions: Finding, Getting and Keeping A Job"	J C Penney Company, Incorporated 1301 Avenue of the Americas New York, NY 10019
112	"Career Development: Education for Living"	(See 111)
113	"Career in Hotels, Motels, and Motor Inns"	American Hotel and Motel Association 221 W 57th Street New York, NY 10019
114	"Change on the Table"	(See 12)
115	"Cinderella and the Magic House"	National Coffee Brewing Institute 120 Wall Street New York, NY 10019
116	"Coffee, Please"	Pan American Coffee Bureau 3100 Avenue of the Americas New York, NY 10013
117	"Courteous Service"	(See 12)
118	"The Courtesy Caper"	(See 110)
119	"Dan the Dependable Dishwasher"	Restaurant-Hotel Learning Aids 5050 Excelsior Boulevard Minneapolis, MN 55416
120	"Dishing Up Safety"	Carnation Company 5045 Wilshire Boulevard Los Angeles, CA 90036
121	"Dishroom Maintenance and Cleaning"	National Agricultural Library Beltsville, MD 20705
122	"Efficient Service"	(See 12)
123	"Fastfood Service"	(See 12)
124	"Food Sanitation: Utensils and Equipment"	(See 75)
125	"The Free Loaders"	(See 110)

126	"Jack and the Bean Plate"	(See 119)
127	"Job Attitudes: Why Work at All?"	(See 105)
128	"The Job Interview"	Eye Gate House 146-01 Archer Avenue Jamaica, NY 11435
129	"Ladies and Gentlemen in Waiting"	(See 110)
130	"The Names in the Cooking Game"	(See 107)
131	"Preparing for an Interview"	(See 111)
132	"Protecting the Public" Three-part program on food protection and sanitation: "Protecting the Public, Part I—Personal Side" "Protecting the Public, Part II—Food Protection" "Protecting the Public, Part III—Establishment and Equipment Sanitation"	(See 110)
133	"Refrigerated Food Storage Principles"	(See 75)
134	"Safety in the Kitchen"	(See 1)
135	"Sandwiches, Please"	Wheat Flour Institute 1776 F Street NW Washington, DC 20006
136	"Serve 'em Right"	(See 120)
137	"Smart Waitress" Four-part training program: "Smart Waitress I—Personal Presentation" "Smart Waitress II—Attitude" "Smart Waitress III—Salesmanship" "Smart Waitress IV—Teamwork"	(See 110)
138	"That Extra Something"	(See 110)
139	"That Final Touch"	(See 110)
140	"The Unwanted Four"	(See 110)
141	"Wally, the Willing Waiter"	(See 119)
142	"What is a Waitress?"	(See 119)
143	"Work Smart—Stay Safe"	(See 110)

Learning Modules			Address
ILS – Individual Learning Systems. (Request catalog for order form and costs.)			Continuing Education Publications PO Box 1491 1633 SW Park Avenue Portland, OR 97207
144	FS-SF	Safety – Modules 1 to 3	
145	FS-SA	Sanitation – Modules 1 to 20	
146	FS-TE	Tools and Equipment – Modules 1 to 30	
147	FS-S?	Standards of Portion Control and Product Consistency – Modules 1 to 7	
148	FS-TM	Foodservice Terminology – Modules 1 to 3	
149	FS-TM	Waiter/Waitress – Module 10	
150	FS-GM	Garde Manger Station – Modules 1 to 24	

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APPENDIX D

FOODSERVICE TERMS – BRIEFLY DEFINED

a la	in the manner of
a la carte	single, fresh made food order, not served as a whole meal
a la king	in cream sauce with mushrooms, green peppers, pimento
a la mode	in a modern way—in America, served with ice cream
agar-agar	seaweed gelatin
albacore	white tuna
allumettes	french fries cut thin as matches
ambrosia	mixture of fruit and coconut used as a dessert
anchovy	small fish of herring family, often used in appetizers and pizza
antipasto	appetizer; marinated vegetables in tomato sauce
appetizer	pre-meal snack to stimulate appetite
aspic	meat jelly, used in garde manger work
au gratin	browned under broiler or salamander with cheese
au jus	with natural pan gravy
baba au ruhm	light bread-like cake soaked with rum
bain-marie	wet steam table
baked Alaska	ice cream and cake covered with meringue and browned in the oven
baking powder	mixture of bicarbonate of soda and tartar used as a leavening agent
baking soda	sodium bicarbonate used in baking as a leavening
bar-le-duc	large, seedless currants
barbecue	meat cooked over open fire
baste	to pour or brush drippings over food to prevent drying while cooking
batter	mixture that is loose enough to pour
bavarian cream	dessert of cream, eggs and gelatin
bayonne ham	French raw ham, like prosciutto

beat	to mix rapidly so as to blend
bechamel	white cream sauce made with milk
bercy	sauce made with shallots, fish stock and white wine
bernaise	sauce made from eggs, butter and tarragon
beurre	butter (French)
bill of fare	menu
bisque	shellfish soup made with rice puree
bistro	small bar or tavern
blanche	to submerge in boiling water for a short time
blend	to mix thoroughly
boil	cooking of food in liquids at above boiling temperature
boeuf bourguignon	beef cooked with burgundy wine
bombe	fancy mold used for freezing ice cream for a dessert
bone	to remove the bones from
bordelaise	strong brown sauce made of red wine and herbs with brown stock
bordure	border of mashed potatoes on a service platter
borscht	beet soup
boston cream pie	two layer cake with cream filling and chocolate topping
bouillabaisse	fish stew containing five or six kinds of seafood
bouillon	light broth, usually of beef or chicken
bouquet	aroma, as of wine
bouquet garni	herbs tied in a bundle for seasoning of soups, sauces
bouquetiere	fancy vegetable garnish
braise	to cook slowly in fat, with a little added moisture
bread	to coat with an egg and/or milk mixture and dip in bread crumbs
brigade	crew of chefs, cooks, bakers, butchers and helpers who work under the executive chef
brine	mixture of salt and water used as a pickling liquid

brioche	soft breakfast roll
brochette	cut up pieces of food threaded on skewers and cooked over a grill or open fire
broth	liquid in which meat, bones, fish or vegetables have been cooked
brown	to broil or fry food until the outside color darkens
buffet	a meal at which people serve themselves from large dishes
cafe	French for coffee
camembert	fermented soft, French cheese
canape	an appetizer served on small piece of bread
cannelloni	cone-shaped pastry with cream filling
canteloupe	sweet melon
caper	small bud dried and pickled and used in sauces and relishes
capon	young castrated male fowl
carafe	long-necked bottle of various sizes for serving wine
caramel	sugar melted slowly until it darkens
carbohydrates	sugars and starches
carbonize	burn
carte du jour	menu of the day
casserole	deep metal or earthenware pot in which food is baked and often served
cassoulet	French term for a dish like baked beans, but made with lamb, goose or pork
caviar	the eggs of fish served as an appetizer
cayenne	very hot red pepper
cellulose	fibers of plant food
chafing dish	dish, usually set in a holder, for keeping foods warm or for light cooking
champignon	cultured mushroom
charlotte russe	sponge-cake or lady fingers with whipped cream or custard-gelatin filling
chasseur	hunter style
chateau briand	thick tenderloin steak

chaud	warm
chaud-froid	sauce prepared hot but served with cold dishes, such as aspics
chef de cuisine	master chef and administrator
chef de partie	master chef or skilled chef
chef entremetier	vegetable and egg station cook
chef garde manger	cold pantry cook
chef rotisseur	roast and broiler station cook
chef's salad	green salad served with cheese, meat and other garnishes
chili con carne	beans and meat (usually ground beef) in spicy tomato sauce
chili peppers	dried hot peppers
chive	small, onionlike vegetable, usually chopped fine and used as an herb
chop suey	American dish made from bean sprouts, bamboo shoots, water chestnuts, onions and meat or fish and served with rice and soy sauce
chow mein	Chinese-American dish made of meat, poultry or fish with onion, mushrooms, water chestnuts and bamboo shoots
chowder	thick soup or stew
chutney	an Indian condiment made of fruits and spices and served with curry dishes
clarified butter	clear butter, milk solids removed
clarify	to make a liquid clear, as to skim the milk solids off melted butter
club sandwich	variety of ingredients placed between three slices of bread
cobbler	fruit pie with top crust only
cocotte	small individual casserole
coddle	to cook in water just below the boiling point
cole slaw	shredded cabbage salad
compote	dish of stewed fruits
condiment	relish, sauce or spice eaten along with other foods
connoisseur	an expert who is competent to act as a critical judge
consistency	degree of firmness, density
consomme	clear soup stock

convection oven	oven with circulating hot air
cordial	a liqueur
coupe St Jacques	dessert of ices with diced fresh fruits
court bouillon	stock made with water, vegetables, spices and wine and used in cooking fish or shellfish
crab Louis	cold crab meat garnished with lettuce, tomatoes and dressing
cream	to work one or more foods until a creamy texture is obtained
creole	tomato sauce with sweet pepper, shallots and Madeira wines
crepe	thin light pancake
crepe suzette	thin fried pancake, rolled and served with a rich sauce and flambed before service
crimpt	to flute
crisp	to make food crisp, as by toasting or as with vegetable, letting them stand in cold water
croquette	meat, poultry, fish or vegetables cooked, chopped, rolled, breaded and then fried
crouton	small toasted bread cubes used to garnish soups and salads
cube	to cut into small square pieces
cuisine	style of cooking
culinary	relating to the kitchen or cookery
curd	the semi-solid part of milk used in making cheese
cure	to preserve a food, as by drying, salting, pickling, etc.
curry	an Indian dish seasoned with curry powder, a condiment made of various spices
custard	pudding-like mixture of milk and eggs
cutlet	small slice of meat cooked by broiling or frying
danish pastry	iced and filled sweet roll
decant	to pour from one bottle to another to separate a liquid from its sediment
deep-dish pie	fruit pie with top crust only
deep fry	to fry in a deep layer of hot fat

deglazing	to loosen the pan dripping from a pan by adding a liquid and cooking
dehydrated	dried
dejeuner	French for breakfast or brunch
Delmonico	once famous New York restaurant—often a method of presentation of food
demitasse	small cup of strong, black coffee, sometimes served with a twist of lemon
deuxieme Commis	skilled cook with one to five years of experience
deviled	strongly spiced or served with brown butter
diced	chopped finely
disjointed	poultry pieces separated at joints; partly boned
dough	an uncooked mixture to be baked as into bread
drawn butter	melted butter, often seasoned
dredge	to coat with a dry ingredient like bread crumbs or flour
dress	truss, make oven ready for poultry
dressing	salad sauce, marinade, or a stuffing for a roast
drippings	residue of roasting or sauteing left in the pan
du jour	of the day
duchess potatoes	mashed potatoes with egg yolk and butter, forced through a pastry bag
dust	sprinkle with flour
eclair	oblong pastry filled with cream or custard and iced with chocolate
edible	suitable for eating
egg foo yung	Chinese omelette made with bean sprouts, green pepper and onions
eggwash	beaten eggs with water or milk
emulsify	liquid suspended in another liquid, usually accomplished with eggs
en casserole	served in its own baking dish
enchilada	rolled tortilla with meat fillings, served in a chili tomato sauce
entre	main course
entrecote	cut of meat

escargot	French, a snail
Escoffier	famous French chef, 1846-1935
espagnole	basic brown stock sauce
espresso	thick, strong coffee served in a tiny cup
essence	extract of meat flavors
filet	boneless slice of meat or fish
filet mignon	tenderloin of beef
fines herbes	selected herbs, minced
flambe	served in a flaming liquor such as cognac
flan	custard baked in caramel coated dish
flatware	tableware utensils
float	blend of carbonated water and syrup with ice cream
flute	to make small indentations in (as the edge of a turnover or pie crust)
foie gras	fat liver—a kind of goose liver used in making pate
fold	to combine ingredients gently into a batter so as not to loose air
fond	natural juices
fondue	dish that is cooked at the table or when diners dip food into a hot mixture
frappe	iced
French dressing	vinegar and oil dressing with seasonings added
French fry	to cook by immersing in hot fat
French toast	bread dipped in egg/milk batter and then fried
freeze dry	to remove the liquid from—through a freezing process
fricassee	method of stewing poultry, veal or lamb
fritter	food coated with thick batter and fried in fat
fry	to cook in fat over direct heat
galantine	an aspic filled with boned stuffed meat
garnish	an edible ornament served with other foods

gastronomy	the art and science of good eating
gelatinize	in making of roux, this means the starch granules have absorbed liquid to their greatest capacity
gigot d'agneau	whole leg of lamb
glace	glazed or iced
glaze	to coat with sugar and liquid to provide a glassy covering
gnocchi	Italian dumpling
goulash	Hungarian stew made from veal or beef
gratin	browned on top
gratinate	to cook with a covering of crumbs or cheese until a crust forms
gravy	sauce made from drippings of meat or fowl
grill	broiled meat
grits	coarsely ground grain, such as maize, wheat or rice
guacamole	mixture of mashed avocado, tomato and onion, seasoned
gumbo	Southern soup made with okra
hang	to age meat by suspending it from a hook in cold storage
hard sauce	dessert sauce consisting of butter and sugar
head cheese	jellied loaf made from the meat of a calf's or hog's head
herbs	aromatic greens for seasonings
hollandaise sauce	yellow sauce of egg yolks, butter and lemon juice
homogenize	break up fat globules into small particles so they no longer separate
hors d'oeuvres	appetizers, first course
horseradish	an herb whose ground root is grated, mixed with vinegar and used as a condiment
hull	to remove outer covering
husk	to remove outer covering
ice cream soda	blend of carbonated water, ice cream and syrup
Irish coffee	sweetened coffee with Irish whiskey and whipped cream

Irish stew	hearty stew of lamb or beef with vegetables
jam	condiment made from fruit and sugar
jambalaya	rice with onions, tomatoes and shrimp or meat
jardiniere	diced garden vegetables
jelly	clear or translucent condiment from fruit juice and sugar
julienne	cut in long, thin strips
jus	juice, especially drippings from meat
kabob	pieces of meat, poultry, vegetables, etc., cooked on a skewer
keel bone	breast bone
kipper	smoked, processed herring
knead	to work dough with a rolling and pressing motion of the hands
kosher	conforming to Jewish ritual law; especially indicated, meat that comes only from certain animals killed in a particular way
kugelhopf	molded yeast cake
ladyfinger	sweet cake shaped like little fingers, used as base of some desserts
lamb noisette	boneless loin eye, looks like filet mignon
lard	to insert small strips of fat into uncooked lean meat
lasagne	an Italian pasta cut in wide strips
leaven	to cause to expand
leek	small onion-like plant used as a seasoning
legume	vegetable such as beans, having a seed pod
linguine	thin, flat pasta
liquify	to make into a liquid
lyonnaise	sauce made with onions and often used in cooking potatoes
macaroni	pasta cut in various shapes, especially tubular types
macedoine	mixture of fruits or vegetables as a salad or as a cocktail

madrilene	cold soup flavored with tomato and of gelatin consistency
maitre d'hotel	head waiter
manicotti	dish of pasta stuffed with cheese
marbling	the pattern of fat in a cut of meat
marinade	liquid in which meat, fish or other food is marinated
marinate	to soak food in a liquid mixture
marmelade	jam like preserves containing the rind of the fruit
marrow	the fatty substance found in the interior of bones
marzipan	an almond paste either made into candy or used to fill or decorate cakes
melba sauce	raspberry sauce served with ice cream, custard, etc.
melba toast	thin slices of bread toasted until crisp
melt	to liquify with heat
menu	the list of dishes and prices in a restaurant
meringue	egg whites beaten with sugar
milk shake	milk, syrup and ice cream whipped until frothy
mince	to cut into very fine pieces
minestrone	thick Italian soup made of vegetables and pasta
mirepoix	mixture of cut vegetables
mis en place	work station set-up
mix	to combine ingredients
mixed grill	combination of meats served together on one plate
mocha	coffee and chocolate mixture
mock turtle	turtle soup imitation
mold	container used to form or shape foods such as aspics
mousse	any of various dishes prepared in a mold
mozzarella	a milk Italian cheese
muffin	quick bread made of egg batter and baked in a small cup shaped pan
mulligatawny	an Indian soup flavored with curry

navarin	lamb stew (French)
Napoleon	rectangular pastry made of puff paste and filled with cream or custard
neopolitan ice cream	bricks containing two to four layers of different flavors
nesselrode	mixture of candied fruits, nuts and liqueur used in puddings, pies and ice cream
newburg	lobster or other meat served in a rich sherried cream sauce
noodles alfredo	noodles tossed with cream, butter and cheese
nougat	candy made of nuts and fruit in a sugar paste
O'brien	cooked in a small amount of fat with chopped onion and pimento
oeuf	egg (French)
omelette	fried beaten eggs folded and filled with cheese, vegetables or meat
oyster	mollusk with an irregular shell
oysters Rockefeller	oysters baked in shell and topped with onions, celery, parsley, spinach, herbs, hot sauce and bread crumbs
pan-broil	to cook in a heavy pan over direct heat
pan-fry	to cook in a pan with little fat over direct heat
papillote	cooked in oiled paper
parboil	to cook partially by boiling before finishing in another way
pare	to remove the outside covering with a knife
parfait	layered dessert served in a tall glass
Parisienne	Parisian style
Parmentier	French health inspector who popularized potatoes in France
Parmesan	sharp dry Italian cheese
partissier	pastry station cook
pasta	dough, cut and dried in various shapes
pastrami	cured, smoked beef
pastry bag	cone-shaped bag with various tips for decorating pastry

pate	dish made of ground liver and other ingredients
peach melba	peach with cream set on ice cream and covered with melba sauce
pepperoni	spicy sausage containing chili peppers
petit fours	small, bite sized pastry
pickle	to preserve in brine that is seasoned with spices and/or vinegar
pilaf	rice dish served with meat, vegetables and spices
pimento	sweet red peppers softened in brine
pizza	open pie made with tomato sauce
poach	to cook gently in simmering liquid
poissonier	fish station cook
polenta	cornmeal, grits
polanise	Polish style
popover	hollow, muffin shaped quick bread
potager	soup station cook
poulette	sauce with chicken stock base
praline	southern candy of pecans, maple and cream
premier commis	skilled cook with a minimum of five years experience
preserve	to prepare for storage by pickling, drying, smoking, etc.
prosciutto	Italian raw cured and dried ham
puff paste	light dough that is rolled with butter or shortening and baked into a light flaky pastry
pumpernickel	dark, coarse, strong-tasting sourdough bread
pungent	biting or sharp taste or odor
puree	to put cooked food through a sieve or food mill
quiche	pastry shell filled with various custard-like mixtures
quick bread	bread, muffin, biscuit, raised without yeast
radiation	exposure of food to direct rays from an open flame
ragout	dish of stewed meat

ravioli	square pastas stuffed and cooked in tomato sauce
reconstituted	water is added to food in order to return it to its original form
reduce	boil off extra liquid to make the dish thicker
relish	highly flavored condiment
render	to melt animal fat by heating at a low temperature
rissole	browned and fried
roast	to cook in an oven
roe	the eggs of fish
roquefort	strong flavored French cheese
roulade	slice of meat rolled with or without a stuffing and braised
Russian dressing	mayonnaise or oil and vinegar with chili sauce, chopped pickles and chopped pimento
roux	mixture of equai parts by weight of fat and flour, cooked and used to thicken sauces
sabayon	sweet sauce made of wine, cream, sugar and egg
saccharin	noncaloric sweetener
saffron	yellow-orange pungent spice
sago	tapioca
saignant	medium rare or bloody
saint-germaine	soup made of fresh green peas
sake	Japanese drink made from fermented rice
salamander	small broiler for toasting and gratinating
salami	any of various smoked dried sausages
satay	Indonesian skewer speciality
sauce	liquid accompanying a solid food
saute	to cook quickly on a hot fire with little fat
scald	to heat a liquid to a point just below boiling
scaloppine	Italian boneless veal cutlet
schnitzel	veal cutlet served in various ways

score	to make shallow slits in two directions on the surface of meat
sear	to brown the surface of meat quickly with intense heat
season	to add some ingredient such as herbs, spices, salts to enhance flavor
seminola	farina, cream of wheat
set	to become firm
sherbet	water ice mixed with milk, egg white or gelatin and frozen
shish kebob	food cooked on a skewer and broiled
shortbread	rich crisp cookie with a high amount of butter and shortening
shortening	edible fat used in cooking and baking
shred	to cut into fine slivers
shuck	to remove the shell or husk from
sieve	wire-mesh utensil for straining or sifting
sifter	finely meshed utensil for sifting flour
simmer	to cook in a liquid just below the boiling point
skewer	long metal pin for making shish kebobs
skim	to remove matter from the top of liquid
smoke	to cure by exposing to smoke
smother	to cook under a covering of other food
sommelier	wine steward
souffle	baked dish with beaten egg whites
Spanish omelette	omelette filled with chopped peppers, tomatoes and onions
spit	rod on which meat is turned while cooking
spumoni	Italian ice cream with candied nuts and fruit
squab	young pigeon
steam	to cook by exposing to steam
stemware	glassware with a base and a stem
sterilize	make sanitary by heating or adding chemicals to a washing solution
stew	to cook in a small amount of liquid with a lid

stir-fry	Chinese method of frying food quickly over high heat
stock	liquid in which food has been cooked
strudel	rich, flaky pastry usually filled with fruit
sundae	ice cream with a topping and whipped cream
sweetbreads	thymus gland
tabasco	trade name for a hot peppery sauce
table d'hote	meals served at a fixed fee for the entire meal
taco	sandwich made of a tortilla filled with meat and vegetable
tart	small pie-like pastry
tartar sauce	mayonnaise with seasonings served with fish
tempura	Japanese dish of meat, fish, vegetables, coated with batter and fried
tenderize	to make tender by detaching or dissolving connective tissues
toast	to brown by applying heat to the surface
tomate	red vegetable sauce
tournedos	small steaks cut from the end of a beef tenderloin
trifle	an old fashioned dessert with cake, jam or jelly and custard
truffle	an edible fungus found in European countries
truss	to bind a roast or bird for roasting
tutti-frutti	a mixture of fruit and nuts in ice cream
veloute	blonde sauce
vermouth	an aperitif used in cocktails and some cooking
vichyssoise	cold cream of potato soup
vinaigrette	sauce served in salads and cold dishes, made of vinegar and oil
waffle	crisp cake made from pancake batter and cooked in waffle iron
waldorf salad	combination of diced apples, celery, nuts and mayonnaise
Welsh rarebit	thick cheese sauce made with beer

whey	clear liquid separated from the curd of milk
whitewash	starch and water used to thicken a sauce or gravy
wiener schnitzel	breaded veal cutlet served with garnish
wild rice	the brown seed of a tall grass that grows in shallow waters
wok	Chinese cooking pan with handle and a rounded bottom
Worcestershire sauce	sauce made from soy, anchovies, onions, vinegar, molasses, spices and garlic
wurst	sausage (German)
yam	orange fleshed sweet potato
yeast	fungi that is used to leaven breads and pastries
yogurt	thick curdled milk treated with bacteria
Yorkshire pudding	batter of eggs, milk and flour baked in meat drippings
zwieback	sweetened bread with eggs baked and then sliced and toasted crisp and dry

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